





Kampuchea Action to Promote Education (KAPE)

"Development with a Human Face"



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Annual Report 2020

Released on 31st January 2021

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

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

Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report FY2020 that started in January and ended in December of this year. The report demonstrates both successful transitions, new accomplishments, and an expansion in funding resources. The latter has not been easy in today's difficult operating environment. This year's report occurs against the backdrop of tragic events in the world and the continuing onslaught of the Covid19 Pandemic, which has created a very difficult operating environment for KAPE. In spite of the many challenges created by the pandemic, however, KAPE has still been able to adapt its programming accordingly and maintain some momentum in its development activities. The Board would, therefore, like to congratulate all KAPE staff on their successful efforts to help disadvantaged Cambodian children access educational services of high quality while maintaining excellent standards of governance, transparency, and efficiency in the use of funds.



A handwritten signature in blue ink, appearing to be 'H. Koy'.

Mr. Heang Koy
KAPE Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 13 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in preschools, primary schools, secondary schools, tertiary programs and Master's Degree of Education in Mentoring. Direct beneficiaries number well over 120,000 children and several hundred teachers, at over 165 schools.

KAPE Vision

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

Our Mission

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

Our Core Values

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



KAPE Staff

A Note from the KAPE Executive Director

KAPE is pleased to share its Annual Report for the 2020 Fiscal Year with all its stakeholders. KAPE reporting this year occurs against a very difficult global backdrop of the Covid19 Pandemic and an accompanying slowdown in economic activity that has greatly impacted Cambodian society. KAPE programming has been greatly impacted by these events due to the closure of schools during much of the year. This has greatly affected the momentum of our programming, as it has for many other development programs. In spite of these setbacks, KAPE programming has nevertheless been able to move forward with the release of several new publications and framework documents as well as a rapid transition to online education for many of our students, especially in the New Generation School program.



For the current annual report, KAPE has adopted a new format that highlights the agency's engagement across multiple technical subsectors such as ICT in Education, Inclusive Education, and many others. This presentation of the report is intended to help the agency and its stakeholders better understand the strategic role that KAPE plays in the education system and how the various projects supported by the agency link up and reinforce each other. Presenting our programming in this way is also a useful way to start the new decade and better highlights our strategic planning in multiple technical areas. In this regard, KAPE will be renewing its Strategic Plan for the next five years (2020-24).

In terms of programming, KAPE has maintained a large portfolio of 20 projects during the year, which is historically the largest portfolio the agency has ever had. The agency continued to successfully develop new programming leading to the approval of six new projects that started in 2020. In August of this year, the Kinchan Foundation agreed to provide an annual grant to KAPE of over \$1 million to promote Inclusive education in remote areas. This makes the Foundation KAPE's largest partner organization after MoEYS. Several of KAPE's other new projects have also helped to position the agency very well strategically, as they deal with Covid19 response for the education system. For example, a new project funded by GPE3-UNICEF will involve KAPE in providing technical support to the MoEYS to roll out new programming that supports Continuous Learning and moves the education system more quickly towards online learning. KAPE's key role in this project has strengthened the agency's coordinating role in the education system and accelerated KAPE's ability to promote ICT in education in many of its other projects.

KAPE continued its very strong relationship with MoEYS during the year and renewed its unique role in the implementation of the New Generation School Initiative for the sixth year in a row. A key milestone in NGS programming saw the graduation of the first batch of school-based mentors from the New Generation Pedagogical Research Center, which is based at the National Institute of Education. MoEYS has asked KAPE to both establish and manage the NGPRC, which has greatly helped KAPE to play a major role in development of new mentoring strategies. These mentors have been awarded with a Master's Degree of Education in Mentoring and will go on to implement a new school-based mentoring framework in all NGS sites.

Besides UNICEF, KAPE also welcomed several other new donors this year including the Asian Development Bank and PACT while continuing its strong relationship with its private foundation partners including The Asia Foundation, the Franks Family Foundation, the Phoenix Foundation, the Kinchan Foundation, the Oaktree Foundation, Child Fund Cambodia, WeWorld-GVC, VVOB, and Save the Children.

KAPE would like to thank once again all of its partners and stakeholders for their support during the past year and we look forward to working together to improve the education system for Cambodian children and youth in the coming years.



Mr. Sao Vanna
Executive Director

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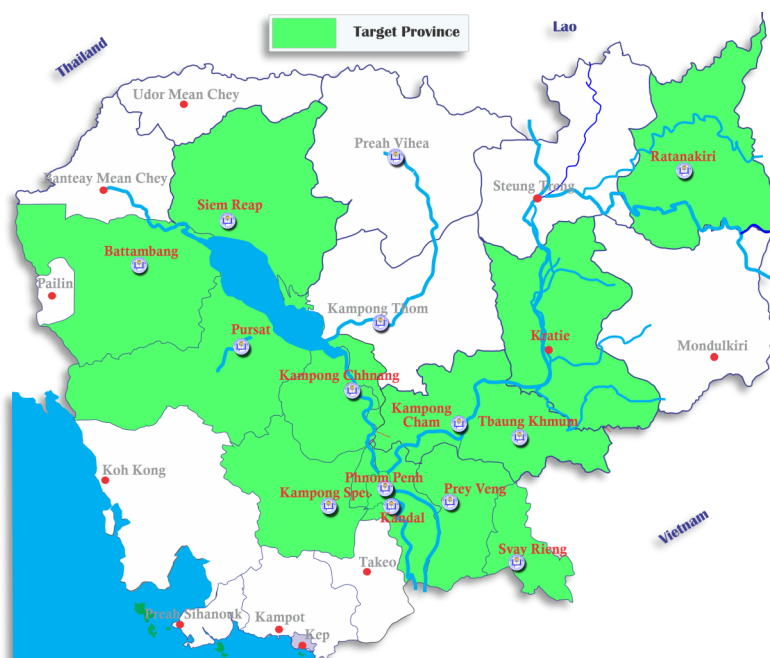
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Agency Overview for the Year

Although the Covid19 pandemic has cast a long shadow over the pace of educational development in Cambodia's education system, KAPE has nevertheless been able to push forward with its programming. In this respect, KAPE has used the increased focus on distance and digital education due to the closure of schools to accelerate much of its programming designed to promote ICT in education. This includes building a close relationship with the newly established Center for Distance and Digital Education (CDDE) that was recently established by MoEYS on the Preah Sisovath HS campus in Phnom Penh. Not only is the center based at the heart of KAPE's New Generation School program at Sisovath, but the agency's selection by UNICEF to help coordinate the Ministry's emergency Covid Response program has provided a perfect vehicle through which to work closely with MoEYS' ICT brain trust at CDDE. Thus, KAPE is well positioned to survive the pandemic and use the high priority placed on distance and digital learning to accelerate ICT investments, particularly in NGS institutions. Nevertheless, the pandemic has limited the ability of KAPE staff to travel abroad or participate in important conferences and seminars, except by using electronic means.



During 2020, KAPE has been able to maintain a historically large program portfolio encompassing 20 projects (see table). Although three projects completed their project cycles, program development activities enabled the agency to start six new projects during the year including its technical coordination role for the government's emergency Covid Response program. KAPE-implemented projects continue to span 13 provinces and benefit over 120,000 children and youth. Of great importance, KAPE received a major grant from the Kinchan Foundation in 2020 that exceeds \$1 million and will greatly boost the agency's efforts to promote inclusive education in remote areas.

20 Projects in 2020		
BfC	1. Books for Cambodia	Continuing
CERRP	2. Covid19 Education Response and Recovery	New
CTSP	3. Cambodia Tertiary Scholarship Program	Completed
GEI	4. Girls' Education Initiative	Continuing
GPE3-PE	5. GPE3 Project Evaluation (EGRA Testing)	New
HCC	6. Happy Cambodian Children	Continuing
KYLA	7. Kampuchean Young Leaders' Action	Continuing
LSLAG	8. Life Skills Learning for Adolescent Girls**	Continuing
NGPRC	9. New Generation Pedagogical Research Ctr.	Continuing
NGS/SR	10. New Generation Schools/Svay Rieng	Continuing
NGSI (Secondary)	11. New Generation School Initiative (Secondary Level)	Continuing
NGSI (Primary)	12. New Generation School Initiative (Primary Level)	Continuing
PC	13. Ponlok Chamnaes (Research)	New
QLE	14. Quality Learning Environments	Completed
REACH III	15. Reinforcing Education Access with Community Help	Continuing
SEEK	16. Strengthening Education & Employment in Kampuchea	New
TIGER	17. Teaching Improved Gender Equality and Responsiveness	Completed
TRAC III	18. Total Reading Approach for Children III	Continuing
USE-SDP 2	19. Upper Secondary Education – Sector Development Project 2	New
YEP	20. Youth Entrepreneurship Project	New

Another important milestone that occurred during the year concerned the graduation of the first batch of Teacher Mentors from the recently established New Generation Pedagogical Research Center (NGPRC). Each of 25 mentors received a Master's Degree in Education from the Minister of Education, Youth, & Sport at an elaborate ceremony at NIE in September 2020. In 2019, MoEYS contracted KAPE to establish and manage the NGPRC at the National Institute of Education (NIE). This led to the inauguration of NIE's first Master's Degree Program, which is administered by NGPRC. The NGPRC has greatly enhanced the status of NIE, which it helped organize the Cambodia 1st International Conference on Mentoring Educators (CICME) in December 2020. This will be an annual event organized by the Center and perhaps the only such conference dedicated entirely to teacher mentoring in the ASEAN Region. These accomplishments help to put KAPE at the forefront of efforts to promote teacher mentoring.



Recently graduated Mentors join an orientation workshop to start their new role as school-based mentors.

The agency was also able to publish a large number of technical manuals and

Agency Overview for the Year

framework documents that provide cutting edge examples of innovation in the education system. This includes a road map of how to contextualize 21st Century trends in school architecture to the Cambodian context, a manual of 21st Century Library Development, a new Pedagogy Framework document to help MoEYS rationalize its approach to modernizing classroom teaching, a new framework for extending New Generation School programming into the preschool subsector, and numerous documents on teacher mentoring.

KAPE continues to be very proud of its very close relationship with in the Ministry of Education, Youth, and Sport. KAPE is perhaps the only organization to actually be funded by the Ministry. The Ministry approved a sixth year of direct funding for 2021 to continue the implementation New Generation School reforms. MoEYS is now KAPE's largest donor providing \$1.8 million in annual funding to the agency during the present fiscal year to support New Generation School educational reforms.

KAPE also continued to amass a large array of new educational software that has been contextualized to the Cambodian school system. The list of new software programs developed or contextualized by KAPE now includes **Aan Khmer** (Grade 1 Reading), **Smartbooks** (leveled electronic readers for Grades 2 and 3), **Sorse Khmer** (early grade writing for Khmer), **Literatu** (electronic formative assessment), **Trey Visay** (e-counseling), **X-reading** (English Language Learning), **Reuang Obrom** (Gender Education), **Khmer Readability** (Text Analysis), **Observic** (Teacher Mentoring), and most recently, an electronic Question Bank Platform. These software programs are targeted both at primary and secondary school level and are currently being streamlined into multiple projects. These efforts seek to establish KAPE as a leader in the development and implementation of educational software designed for the Cambodian school system. The use of software in education aligns with KAPE's strategic planning to generate efficiencies in educational operation by intensive utilization of technology.



A new computer lab design in a KAPE-supported school maximizes the use of space and enables easy teacher access to students to promote hands on learning.

KAPE's overall financial situation continued to improve during the year with annual revenues jumping from \$3.76 million in FY2019 to **\$3.88** in FY2020 or an increase of **3%**. At the end of the year, KAPE counted 17 donors and partners including new or returning donors such as EU, Lotus Outreach, and Gap, Inc. Nevertheless, it is important to note that about **47%** of agency revenues are now coming from the Ministry of Education, Youth, and Sport, making the Royal Cambodian Government KAPE's largest donor. Another **21.31%** is coming from private foundations while the remainder is bilateral or multilateral. Fund utilization rates during the year stood at **93%**, which is quite high given the size of KAPE's portfolio. As in past years, **62%** of agency resources were spent on beneficiary support including educational services, school materials and equipment, school grants, and research in FY2020.



Graduate students admitted to the mentoring program at the New Generation Pedagogical Research Center study in a modern seminar room. The NGPRC is situated at the National Institute of Education in Phnom Penh and provides the first Master's Degree program to be offered by the Institute. The Center is managed by KAPE at the request of the Ministry and offers a unique academic program of small classes, seminar style learning, and very modern educational facilities.



Vulnerable young girls at a lower secondary school in Tbaung Khmum Province receive bicycles as part of a scholarship package provided by KAPE. The scholarship package is funded by Lotus Outreach and seeks to address issues of distance and opportunity costs that often combine to keep young girls from continuing their education after they complete primary school.

A Glance into the Future ...

As a number of project cycles were scheduled to end in 2020, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. As noted earlier, this led to a strong focus of agency efforts on Covid19 Response, early grade literacy, technology in education and most importantly, charter school development. In all, 16 project designs were submitted for donor review and approval. Of these, all were successful, except three which are still pending (see ROTA¹, ZOOM, and the Spencer Foundation). This constitutes an 81% success rate. Eight of these approvals were for project extensions while the remainder was for new projects (e.g., USE-SDP, YEP) or an increase in funding to an existing project (LSLAG). As a result of program development efforts during the year, KAPE so far expects to field 19 or more projects in the next fiscal year.

Program Development Summary for 2020

Program Name	Partners	Donor	Status	Duration
1). Books for Cambodia (Extension)	MoEYS	The Asia Foundation	Successful	1 Year
2). COVID-19 Education Sector Response & Recovery Program	VVOB	UNICEF-GPE3	Successful	1 Year
3). Educate a Child	Aide et Action	Qatar Foundation	Successful	3 Years
4). Global Learners Project	CARE	ROTA	Pending	3 Years
5). GPE3 Project Evaluation (EGRA)	UNESCO-MoEYS	GPE3	Successful	3 Years
6). Happy Cambodian Children (Extension)	Krousar Yoeung	Kinchan Stiftung	Successful	1 Year
7). Life Skills Learning for Adolescent Girls (Increase in Funding)	--	Gap, Inc.	Successful	1 Year
8). New Generation Pedagogical Research Center (3 rd Extension)	Child Fund Franks Family Foundation	MoEYS	Successful	1 Year
9). New Generation Schools Initiative/ Primary School Level (4 rd Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
10). New Generation Schools Initiative/ Secondary School Level (5 rd Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
11). Online Learning Research Project	--	Spencer Foundation	Pending	3 Years
12). Promoting Remote Learning for the STEM Subjects in Cambodia	The Asia Foundation	ZOOM	Pending	1 Year
13). REACH IV (Extension)	Ciai	WeWorld-GVC	Successful	2 Years
14). Upper Secondary Education – Sector Development Project	VSO	Asian Development Bank-MoEYS	Successful	3 Years
15). Youth Entrepreneurship Project	--	PACT-USAID	Successful	1 Year
16). CAPFISH	Aide et Action Oxfam-GB	EU	Successful	3 Years

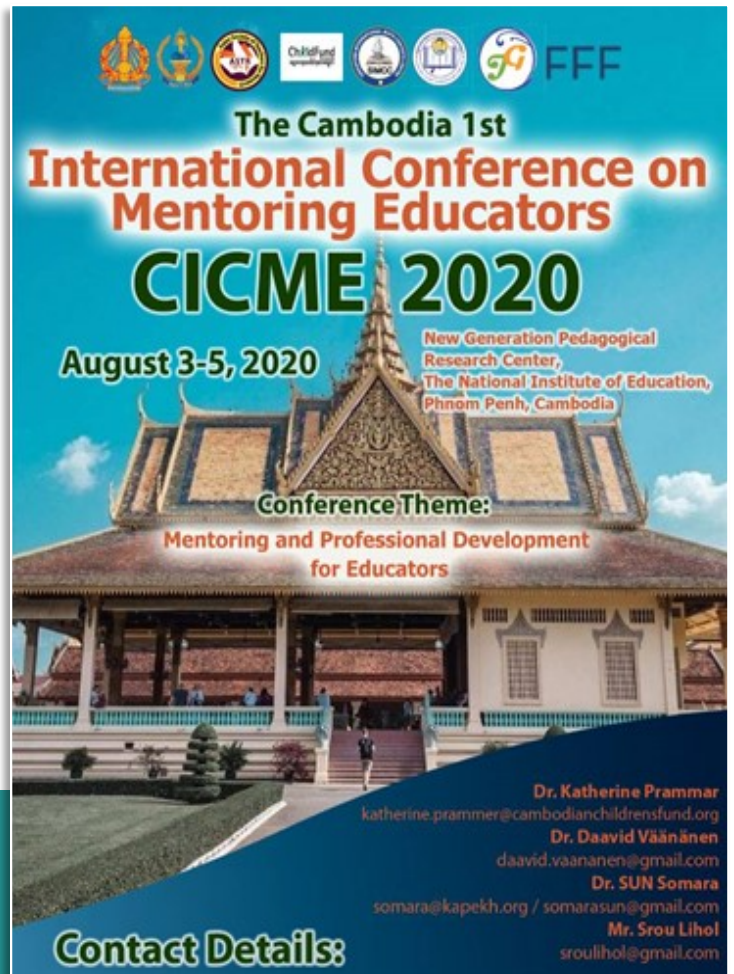
¹ Reach Out To Asia

Special News and International Events

"Development through networking and outreach."

KAPE WORKS WITH NATIONAL INSTITUTE OF EDUCATION TO ORGANIZE CAMBODIA'S FIRST INTERNATIONAL CONFERENCE ON MENTORING EDUCATORS

One of the major accomplishments achieved in 2020 was the organization and administration of Cambodia's 1st International Conference on Mentoring Educators (CICME) by the New Generation Pedagogical Research Center (NGPRC). In 2019, MoEYS requested KAPE to both establish and manage NGPRC in order to promote enhanced teacher training and research in the tertiary sector at NIE. Although the Conference was originally scheduled for August 2020, it had to be postponed till 21-23 December 2020 due to the Covid19 Pandemic and then only using a virtual format. Indeed, this may have been Cambodia's first fully virtual conference. Nevertheless, the Conference reached a very large international audience and featured 66 academic speakers who joined the proceedings with the latest research on teacher mentoring. The Conference also featured key note speakers with national standing including H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport. The CICME represents the first time that NIE has ever organized an international conference in its history. This achievement hopefully marks a turning point in which the Institute's status and reputation will begin an upward trajectory matching its status as Cambodia's most senior training institute. KAPE expects that this conference will become a regular feature of the NIE schedule and will help to cement the growing reputation of both the Center and the Institute as leaders in educational innovation.



Aims of the Cambodia International Conference on Mentoring Educators

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

KAPE CHOSEN BY MOEYS TO PROVIDE TECHNICAL SUPPORT IN KEY GOVERNMENT PROGRAMMING

KAPE'S prominence in the education sector continued to increase during the year as it was selected by MoEYS to provide technical support to key multi-lateral programs with a high national profile. In the middle of the year, KAPE was tapped to provide technical assistance to the **Upper Secondary Education-Sector Development Program (USE-SDP 2)**, which provides support to 137 secondary schools throughout the country as part of a loan from the Asian Development Bank to the Royal Cambodian Government. At the end of 2020, KAPE was again selected by MoEYS and UNICEF to help coordinate technical support to the **Covid19 Education Response & Recovery Program**, which is funded by the Global Partnership for Education (GPE). These two tech support programs thrust KAPE into a central position where it will be able to leverage innovative ideas and highly experienced personnel.



Special News and International Events

"Development through networking and outreach."

THIRD COHORT OF KAPE SCHOLARS RECEIVE THEIR BACHELOR DEGREES FROM WESTERN UNIVERSITY

The Cambodia Tertiary Scholarship Program (CTSP) has now helped a third batch of 30 young women complete their Bachelor Degrees in multiple areas, as part of KAPE's efforts to empower women. With support from **The Asia Foundation** and the **Merali Foundation**, all 30 candidates received their degrees from Western University at the end of 2020. The candidates were all chosen from very vulnerable households and comprise women who would never have been able to attend university without the agency's intervention. Degree recipients in Cohort 3 join 66 women who completed their degrees in Cohort 1 and 50 who completed their degrees as part of Cohort 2. These young women not only received scholarship support but also were supported in a group house where they could support each other and learn important team building and leadership skills. Through its strong advocacy in the business community, KAPE has also enabled all candidates to gain meaningful employment in local banks, MFIs, insurance companies, and government departments.



30 young women, who were the cohort 3 and graduated in 2020 from Western University, attend the sharing presentation session with the representatives from Lotus Outreach at HS KC Hs auditorium. They were pleased to share their study experiences and achievements during 2016-2020.

FIRST MASTER DEGREE CANDIDATES IN MENTORING RECEIVE THEIR DEGREES

KAPE helped MoEYS to establish the New Generation Pedagogical Research Center in 2019. The Center opened its doors in September 2019 and admitted 25 Master Degree Candidates who were rigorously selected from among 150 applicants. These candidates entered an intensive training program at the Center that employs innovative modes of learning including online learning and small seminar-style classes in very modern facilities. These candidates earned Cambodia's first Master's Degree of Education in Teacher Mentoring in a ceremony that was led by H.E. Dr. Hang Chuon Naron, Minister of Education Youth, and Sport. The NGPRC's Master's Degree Program in Mentoring is a unique program not only in Cambodia but in the Southeast Asia Region. All 25 candidates received their degrees in September 2020 at the National Institute of Education. They are the first students ever awarded a Master's Degree by NIE, which marks a significant upgrade in the Institute's status. With continued financial backing from MoEYS, KAPE has already supported the Center to organize successive waves of new intakes at the NGPRC to staff newly created positions for school-based mentors in New Generation Schools, as NGS reforms continue to expand. KAPE believes that the Ministry's support of the Center will help to drive new educational innovations throughout Cambodia's education system.



NGPRC graduates and faculty pose with the Minister of Education, Youth, and Sport and the Secretary of State at a graduation ceremony in which all candidates received their Master's Degree in Education for Mentoring.

Special News and International Events

"Development through networking and outreach."

THE INCREASING PROFILE OF NEW GENERATION SCHOOLS

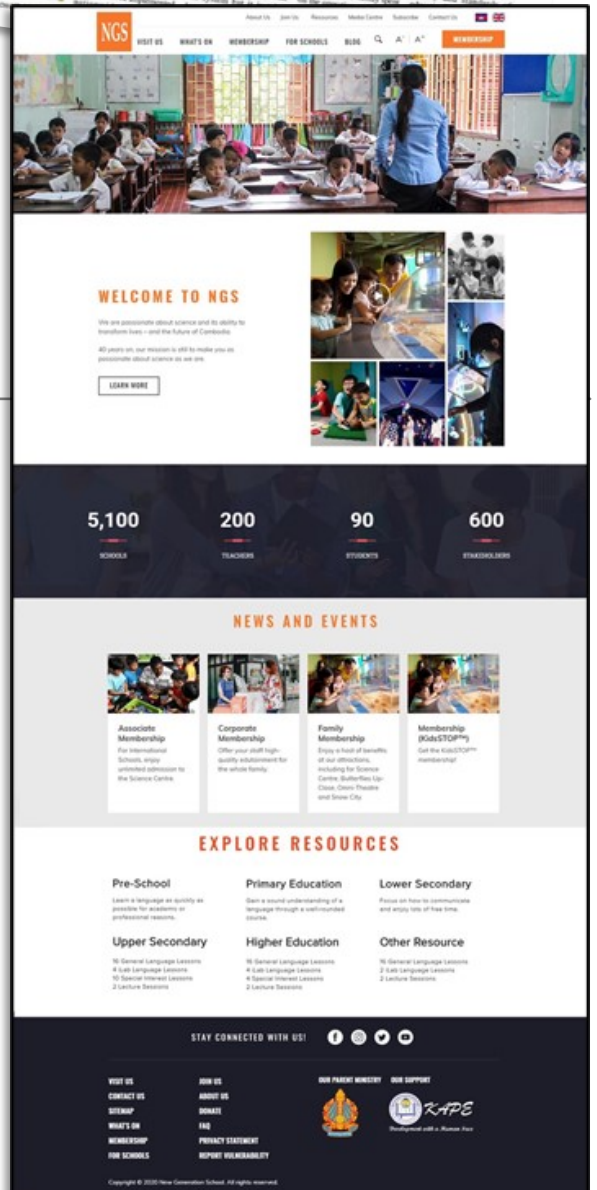
The New Generation School Initiative continues to be one of KAPE's flagship programs. Over the last year, the public profile of New Generation Schools continues to grow both in the popular press as well as academic publications. Last year it was reported that NGS Reforms were presented in several publications and at several international conferences including the international conference of the **Comparative International Education Society (CIES)** in San Francisco. This year, NGS Reforms were analyzed in a recent publication by the World Bank called, **Cambodia in the Time of Covid19: Special Focus on Teacher Accountability and Student Learning Outcomes**. This publication proposed three models of improved accountability in schools including the New Generation School Model, School-based Management Models, and Private Schools. New Generation School reforms were also described in a new publication by the Adenauer Foundation as an important channel through which to revolutionize Cambodian education in terms of its use of digital education. This new book entitled, **Cambodia 2040: Culture & Society²** speaks glowingly about the potential of the New Generation School model to transform the education system from a fact-based learning model to one that emphasizes the higher processes of learning.

The ability of New Generation Schools to attract the interest of academics as well as development partners is itself an important achievement for NGS programming. The extensive documentation of NGS programming and accompanying technical publications will provide an evidence-based platform for future replication of the model in other countries.

WEBSITES FOR NEW GENERATION SCHOOLS & NEW GENERATION PEDAGOGICAL RESEARCH CENTER GO ONLINE

As the year ended, KAPE was able to launch new websites for NGPRC, which it manages, as well as the New Generation School System. The NGPRC website (<https://www.ngprc.edu.kh/>) helps to move much of the Center's teacher training program to a virtual format and includes an embedded online admissions system. The website will help the Center to continue to implement its training program in a virtual format without interruption while much of the rest of NIE remains shuttered due to the Covid19 Pandemic. At the same time, the NGS website will enable teachers and other interested parties to submit applications for posted positions directly to NGS administrators and also allow students to sign up for entrance examinations electronically. Members of the public and government will be able to access all educational resources produced by NGS quickly and efficiently, including achievement reports, policy documents, technical manuals, question banks, background documents, and other kinds of educational resources.

² <https://www.kas.de/documents/264850/9494366/Cambodia+2040+Culture+and+Society.pdf/2d86a754-1708-ca31-d78f-e70ac7b19aac?version=1.0&t=1593966925445>

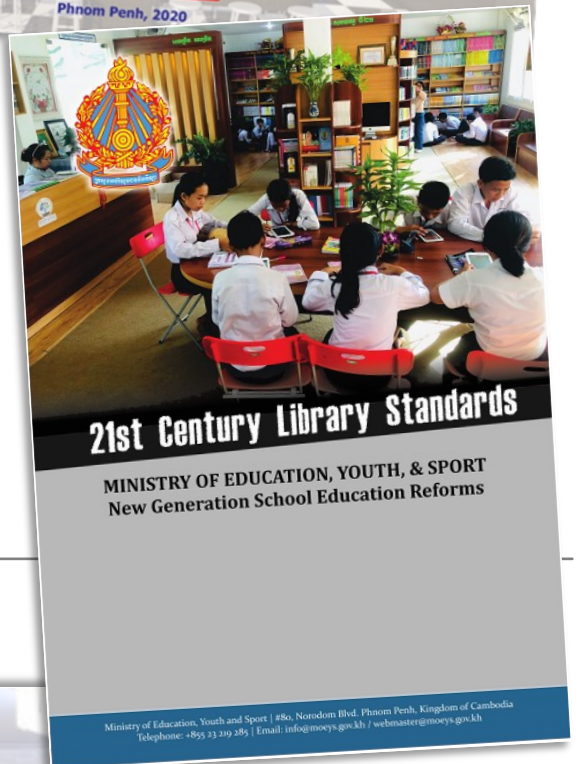
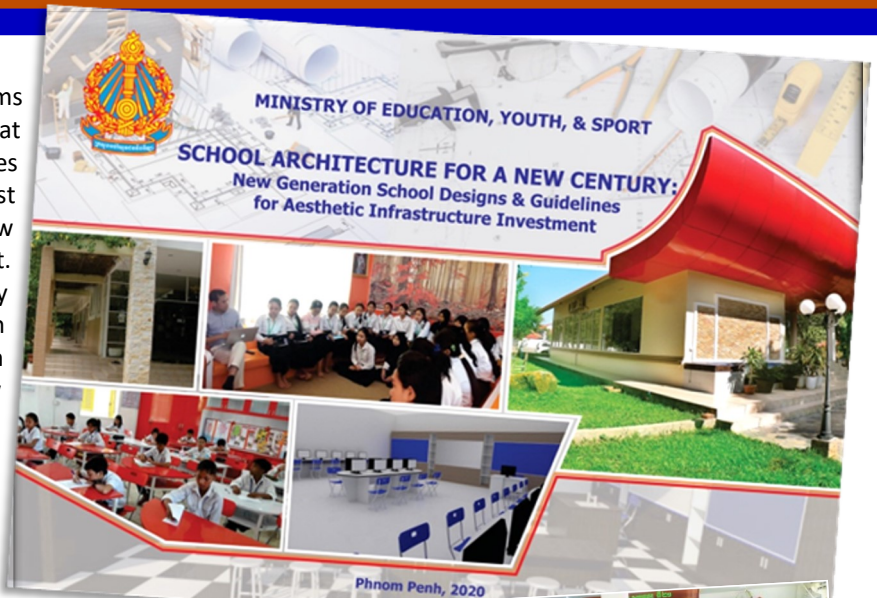


New KAPE Publications

KAPE has been very productive during 2020 in terms of helping MoEYS to produce new publications that are both unique and highly innovative. This includes publications on Infrastructure & Design, 21st Century Libraries, Student Assessment, New Generation Preschools, and Policy Development. *The 21st Century Library Manual* developed by KAPE at the Ministry's request has now been completed and printed while a new publication on the architectural guidelines used in New Generation Schools was also recently completed.

The English version of the architecture manual has now gone for printing while a Khmer version will be ready in 2021. This new document is called, *School Architecture for a New Century* and it is hoped that this book will not only support the creation of New Generation School environments but may also have significant uses in other development projects. This book tries to make the point that Cambodia's education system has been using the same standardized school design for the last 70 years and that such designs no longer fit current educational needs. A limited edition of 200 hard copies has been completed and the soft version of the document will be available on the NGS Website.

The new architecture publication provides numerous guidelines for the configuration of learning spaces using modern principles of school architecture while also providing numerous case studies in Cambodia, sample building layouts, price estimates for procurement purposes, and recommendations for future directions in school design in the Kingdom. The English version of this document has already been disseminated while the Khmer version will be released in 2021.



KAPE LAUNCHES NEW EU PROJECT



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



TTO Import Export CO.,Ltd.

"Effective and Affordable Teaching Aids!"

TTO Highlights

About Us

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

Product

Teaching aids:

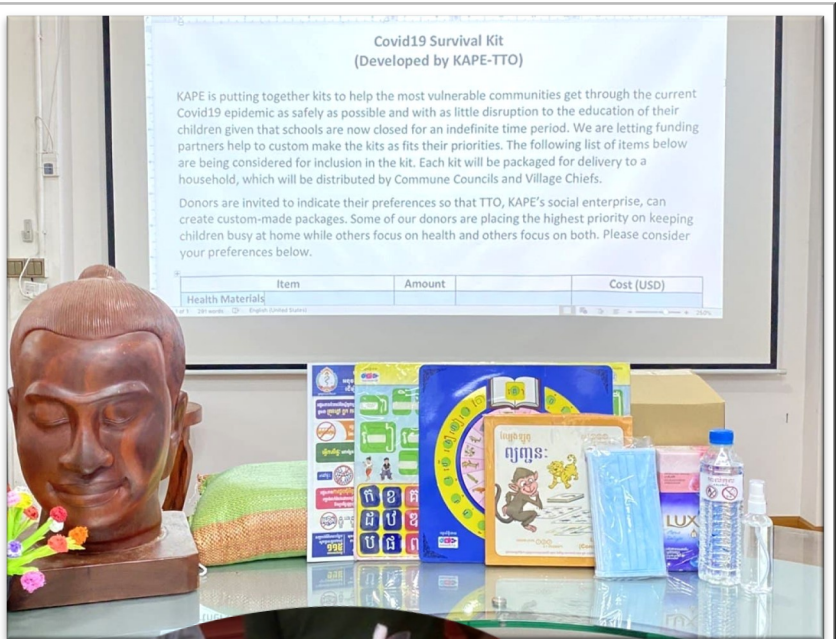
- Primary School Math 24 items
- Secondary School Math 13
- Literacy 32 items
- Science 2 items
- Literacy Test 3

Certified

Publishing products approved by MoEYS.



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



Social Work: TTO provided the materials to protect against Covid19 as well as learning aids for home study during school closures.

For more detailed information, please see our website: www.tts-kape.org and remember to "LIKE" us on Facebook: www.facebook.com/ttskape.

KAPE Programming by Technical Subsector

Over the years, KAPE has succeeded in diversifying its penetration of various technical subsectors, as per its strategic planning. The agency first invested primarily in only two subsectors, namely **Teacher Development** and **Inclusive Education**. While these two strategic subsectors remain KAPE's most highly invested areas of expertise, they have been joined by eight other areas, as can be seen in the table below. This level of diversification harmonizes with KAPE's Strategic Plan (2014-19), which has consistently called for increased technical diversification in KAPE's programming. The new Strategic Plan that will be released in 2021 will update KAPE's strategic planning in all areas.

Covid19 Response is a new strategic area of investment for KAPE that is actually cutting across most projects; however, one new project funded by UNICEF-GPE3 is entirely focused on supporting MoEYS with technical assistance to coordinate programmatic responses across many departments and development partners. Similarly, **ICT in Education** and **Life Skills Education** are also technical areas receiving high levels of investment across multiple projects.



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

Alignment of KAPE Projects by Technical Subsector, 2020

KAPE Projects (2020)	ACRONYM	Charter School Development	ICT in Education	Teacher Development	Inclusive Education	Early Grade Reading	Preschool Programming	Infrastructure Design	Library Development	Life Skills & Career Counseling	Covid19 Emergency Response
1. Books for Cambodia (BfC)	BfC								✓		
2. Cambodia Tertiary Scholarship Program	CTSP				✓						✓
3. Covid19 Education Response & Recovery Program	CERRP		✓	✓	✓	✓					✓
4. Girls' Education Initiative	GEI				✓					✓	✓
5. GPE3 Project Evaluation (EGRA Testing)	GPE3-PE					✓					
6. Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓	✓
7. Kampuchean Young Leaders' Action	KYLA				✓					✓	
8. Life Skills Learning for Adolescent Girls	LSLAG				✓					✓	
9. New Generation Pedagogical Research Center	NGPRC	✓	✓	✓							✓
10. New Generation School Initiative (Primary Level)	NGS-P	✓	✓	✓	✓	✓		✓	✓	✓	✓
11. New Generation School Initiative (Secondary Level)	NGS-S	✓	✓	✓	✓			✓	✓	✓	✓
12. New Generation Schools/Svay Rieng	NGS-SR	✓	✓	✓	✓			✓	✓	✓	✓
13. Ponlok Chamnaes (Research on Mentoring)	PC			✓							
14. Quality Learning Environments	QLE			✓	✓	✓					✓
15. Reinforcing Education Access with Community Help	REACH III			✓	✓	✓	✓		✓	✓	✓
16. Strengthening Education & Employment in Kampuchea	SEEK			✓	✓					✓	✓
17. Teaching Improved Gender Equality and Responsiveness	TIGER		✓		✓					✓	
18. Total Reading Approach for Children III	TRAC III		✓	✓	✓	✓	✓	✓	✓		✓
19. Upper Secondary Education-Sector Development Program 2	USE-SDP2		✓	✓				✓	✓	✓	
20. Youth Entrepreneurship Project	YEP				✓					✓	✓
Total Projects Working in Each Sector		4	8	12	15	7	3	6	8	12	13

Charter School Development

“Creating Public Schools with Private School Standards”

Quick Facts about Charter School Development

Number of Projects	4
Key Development Partners	MoEYS Franks Family Foundation Child Fund
Start of Investment	2011
Key Themes in Investment	<ul style="list-style-type: none"> • Multi-Track Investment • High Accountability Enforced by Rigorous Accreditation • High Investment in STEM & ICT in Education • Modern Educational Designs • School-based Mentoring • Performance-based Incentives • Social Equity Fund to ensure access to NGS by poor students

Key Metrics for New Generation Secondary School Performance (2019-20)

Metric	NGS	National
Bac II Examination Pass Rate:	91% ³	68%
Students with A, B, or C Bac II Pass:	35%	8%
Transition to University:	88%	13.7%*
Students Receiving Medals/Awards:	612	n/a
Students studying ICT 3 hrs/week or more:	100%	0%
Dropout Rate:	4%	LSS: 16% USS: 17%
Secondary Schools Accredited:	83%	n/a
Secondary School Teachers with 4-Year Degrees or Higher:	86%	43%
Teachers Completing Career Path Plans:	98%	n/a
Student Projects Completed per year:	490 Projects (1 project per 6 students)	n/a

*Gross Enrolment (Tertiary)

Overview

KAPE adopted the establishment of Charter Schools as a development strategy starting in 2011 with the goal of breaking the vicious cycle created by the ‘lowest common denominator’ development approach of many bi- and multilateral donors. This approach perpetuates a very weak Human Resource base in the Kingdom that in turn undermines ambitious educational reforms. This outcome leads to a vicious cycle whereby Cambodia cannot implement ambitious educational reforms because it lacks high quality human resources and since reforms are then poorly implemented, Cambodia continues to lack strong human resources. Charter School investment takes a long-term approach to development in order to create a high-quality human resource base that will eventually allow Cambodia to rapidly upgrade its educational system. Charter School creation requires a high investment approach in selected schools where schools are held strictly accountable for their performance. Corrupt practices such as private tutoring have been firmly abolished and replaced with a more professional approach to education for students of all social classes.

Recent Developments

Charter School development is subsumed under a number of different projects that support what are known as **New Generation Schools**. These are schools designated by MoEYS as Cambodian Charter Schools. KAPE completed its 5th year of funding from the Ministry of Education, Youth, and Sport to support the consolidation of New Generation School Reforms in 10 schools across 5 provinces. MoEYS has now approved funding of \$1.8 million for a 6th round of funding. This includes funding for the New Generation Pedagogical Research Center at the National Institute of Education, which has become a strategic addition to NGS programming to strengthen the recruitment of high-quality human resources. MoEYS has recently indicated its desire to expand NGS programming to another 15 schools starting in 2022.



↑ NGS students study in modern meeting facilities.
← New Generation Schools have modern science facilities that are actively utilized by teachers.

³ It is important to note that all NGS students are enrolled in the Science Stream where the Bac II Exam pass rate is only about 50% compared to the social science stream where the pass rate is about 80%.

ICT in Education

“Technology will never replace great teachers, but in the hands of great teachers, it’s transformational.”

Quick Facts about ICT in Education		
Number of Projects	8	
Key Development Partners	MoEYS Franks Family Foundation Phoenix Foundation Asian Development Bank	UNICEF VVOB Child Fund
Start of Investment	2008	
Key Themes in Investment	<p>KAPE’s ICT Strategic Planning promotes investment in the following:</p> <ul style="list-style-type: none"> • Educational Software Development & Other Electronic Platforms (see Early Grade Reading Page) • Electronic Counselling Platforms (<i>Trey Visay</i>) • Teacher Mentoring Software (<i>Observic</i>) • Use of Thin Client Technology in ICT Lab Emplacement • Emplacement of M-learning services in primary & secondary school libraries • Electronic Testing/Question Banks • Emplacement of Electronic School Management Platform • Emplacement of Extended English Reading Platform (X-reading) • Online and Blended Learning • Development of a Coding Curriculum in collaboration with the Department of IT 	
Key Milestones	<p>ICT Labs Installed since 2009: 161 ICT Labs emplaced at secondary schools.</p>	
	<p>Libraries with M-Learning since 2015: 52 Libraries with M-Learning Capabilities have been established at both primary and secondary school level.</p>	
	<p>Virtual Programming: NGPRC Program is Cambodia’s first training program to be moved entirely to virtual format.</p>	

Overview

KAPE investment in ICT in Education was at first narrowly focused on the emplacement of computer labs at secondary school level as part of the *Improved Basic Education in Cambodia Project*, funded by USAID (2009-14). KAPE programming in this area has since expanded to multiple new areas at both and primary and secondary school level. In addition, the number of initiatives to promote ICT in Education has become much more sophisticated with expanded investment in multiple theme areas (see Quick Facts Box) .

Recent Developments

Online Learning: The advent of the Covid19 Pandemic has given a great push to KAPE’s investment in ICT. Over the last year, grants from MoEYS for New Generation School investment have been used to move all schools to online learning. Teachers in the the NGS system produced 4,180 lesson videos at secondary school level and 276 videos at primary level during the height of the pandemic. In addition to distance learning videos, NGS teachers administered 115,000 online tests averaging about 30 tests per student. Similarly, KAPE enabled the Master’s Degree Program at the New Generation Pedagogical Research Center to move to an online format even as NIE was completely closed down.

Electronic Testing: An electronic Question Bank went online during the year in the NGS system to increase the validity of testing. This is an important milestone to help schools use more scientific methods of test construction and correction. Similarly, KAPE has been able to move many of its supported primary schools to an electronic testing format for Interval Tests linked to the official reading curriculum using a software called *TEST*.

School Management Platforms: In collaboration with SALA, KAPE was able to pilot an automated school management system that will expedite such basic functions as grade reporting, attendance, and school efficiency data.

Educational Software: KAPE continued to advocate for the use of multiple kinds of educational software in classrooms that promote language use, English proficiency, & STEM.

ប្រព័ន្ធវិភាគសំណួរតេស្ត



វិទ្យាល័យ ហ៊ុនសែនកំពង់ចាម
កម្ពុជា សាលារៀនជំនាន់ថ្មី

- 1 តារាងតម្រូវការតេស្ត
- 2 តេស្តគំរូ
- 3 ក្រុមសមត្ថភាពខ្ពស់
- 4 ក្រុមសមត្ថភាពទាប
- 5 លទ្ធផលវិភាគតេស្ត
- 6 ប៉ុន្តែសំណួរ



↑ A teacher administers an electronic Interval Test in a school library using social distancing during the Covid19 pandemic. (TRAC III)

↑ An example of the Template for the Test Analysis System established for each school. The template reads, (1) Tables of Specification; (2) Sample Tests; (3) Upper Group Scores; (4) Lower Group Scores; (5) Test Analysis Results; and (6) Full Question Displays. Data from the test analysis activities from each school will feed into a Question Bank accessible by all schools in the system to ensure the development of the most valid tests possible.

Teacher Development

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

Quick Facts about Teacher Development											
Number of Projects	12										
Key Development Partners	<table border="0"> <tr> <td>MoEYS</td> <td>Save the Children</td> </tr> <tr> <td>Kinchan Foundation</td> <td>EU-WeWorld-GVC</td> </tr> <tr> <td>Franks Family Foundation</td> <td>UNICEF</td> </tr> <tr> <td>Phoenix Foundation</td> <td>PACT</td> </tr> <tr> <td>Asian Development Bank</td> <td>Child Fund</td> </tr> </table>	MoEYS	Save the Children	Kinchan Foundation	EU-WeWorld-GVC	Franks Family Foundation	UNICEF	Phoenix Foundation	PACT	Asian Development Bank	Child Fund
MoEYS	Save the Children										
Kinchan Foundation	EU-WeWorld-GVC										
Franks Family Foundation	UNICEF										
Phoenix Foundation	PACT										
Asian Development Bank	Child Fund										
Start of Investment	1999										
Key Themes in Investment	<ul style="list-style-type: none"> ◆ Teacher Mentoring ◆ Promoting the Use of Mentoring Software known as <i>Observic</i> ◆ Policy Development leading to the formulation of a National <i>New Pedagogical Framework</i> & a <i>Mentoring Policy Framework</i> ◆ Teacher Capacity-building in: <ul style="list-style-type: none"> • Constructivist Learning • Cooperative Learning • Using ICT in Education • Bloom’s Taxonomy • Classroom Management • Student Assessment that follows accepted principles of Validity and Reliability ◆ Increasing the capacity of Contract Teachers who increasingly play a major role in remote areas to address teacher shortages. ◆ Research in Teacher Education and Mentoring 										
Key Milestones	<ul style="list-style-type: none"> • Establishment of the New Generation Pedagogical Research Center (NGPRC) at the National Institute of Education • Graduation of the first 25 Mentors with an M.Ed. in Mentoring • Establishment of a School-based Mentoring System in New Generation Schools • Completion of Key Training Manuals in ‘Constructivism’ and ‘Student Assessment’ 										

Overview:

Teacher Development has been a major focus of KAPE programming from the time of the agency’s inception in 1999. Over the years, however, KAPE’s approach to building the capacity of teachers has become much more sophisticated and has moved far beyond the simple delivery of workshops. KAPE has increasingly turned to the establishment of school-based mentoring systems and the use of mentoring software to amplify the impact of capacity building workshops.

Recent Developments

Establishment of the New Generation Pedagogical Research Center (NGPRC) at the National Institute of Education: The establishment of the NGPRC at the request of the MoEYS has provided KAPE with a strong platform through which to assist Ministry in researching effective approaches for Teacher Education and producing human resources (i.e., mentors) who are able to effectively deliver new methods of teacher development. The Center recently graduated its first batch of mentors with an M.Ed. in Mentoring.

Establishment of a School-based Mentoring System: 25 Master Mentors who recently graduated from the NGPRC in 2020 have been posted to establish school-based mentoring systems in all New Generation School sites. This marks a major milestone for MoEYS to establish school-based mentors following a written policy framework document also developed by KAPE.

Completion of Key Training Manuals in ‘Constructivism’ and ‘Student Assessment’: KAPE has completed several new training manuals in key areas that will help to streamline capacity-building activities across all projects.

Creating a New Pedagogical Framework for Cambodia: KAPE has been working closely with the Minister of Education, Youth, & Sport to use the NGS experience as a roadmap to guide strategic changes in how pedagogy in Cambodia is framed and taught.

Contract Teacher Training: As MoEYS increasingly relies on Contract Teachers to address teacher shortages, raising the capacity of these teachers has become a high priority. Several KAPE projects such as HCC are now increasing investment in training these teachers and advocating for their full certification as teachers.



↑ **Producing Educational Resources for Distance Education:** A virtual training at New Generation Pedagogical Research Center (NGPR) helps teachers to develop educational videos.

Hands-on Training: Teachers in an HCC school practice using student learning games from a Literacy Toolkit to better understand how they are used. →



Inclusive Education

"Diversity and Inclusion are about giving value to every human being, no matter our differences."

Quick Facts about Inclusive Education Programming

Number of Projects	15	
Key Development Partners	The Asia Foundation Lotus Outreach Kinchan Foundation Oaktree Foundation GAP Foundation PACT-USAID	MoEYS-Child Fund Save the Children WeWorld-GVC European Union VVOB
Start of Investment	1999	
Key Themes in Investment	<ul style="list-style-type: none"> Multiple interventions (see table below) aimed at children and youth depending on their educational level Interventions focused on multiple educational levels 	
Key Milestones	<ul style="list-style-type: none"> 30 young women in CTSP received their Bachelor Degrees from Western University and are now all employed. KAPE provided scholarships to 2,176 vulnerable children & youth in 2020. 	

Overview

Efforts to make education more accessible to vulnerable children and youth have been one of KAPE's most enduring goals since the time the agency was founded. To date, KAPE has developed a wide array of interventions to increase educational access, particularly in Cambodia's most rural areas. These interventions include scholarships; school fee subsidies; gender training; remediation for struggling children; differentiated instruction to tailor teaching to the needs of individual children; temporary classrooms to make education immediately available in remote areas; community outreach such as school mapping and enrollment campaigns; and advocacy. KAPE currently has 15 projects with inclusive education strategies that range from primary (HCC, REACH, NGS) to tertiary level (e.g., CTSP).



Recent Developments

KAPE added two new projects with strong inclusive education themes in 2020. This included the EU-supported **Strengthening Education & Employment in Kampuchea Project (SEEK)** and the **Covid19 Education Response & Recovery Program (CERRP)**, which is funded by UNICEF. SEEK provides scholarship support to vulnerable children at both primary and secondary level as well as remedial support to upper primary children to pass to Grade 7. CERRP gives KAPE a major role in working with MoEYS to organize 'continuous learning' through distance and digital education as well as 'remedial support' to children in remote areas. At the same time, 30 young women receiving scholarships through CTSP were awarded their Bachelor's Degrees in 2020 and are now all employed. In addition, KAPE continued to provide scholarship support to hundreds of secondary school students through SEEK and GEI.

Inclusive Education Intervention Matrix

Project Name	Scholarships/ Housing	School Fee Subsidies	Gender Training & Counseling	Remediation	Differentiated Instruction	Temporary Classrooms	Community Outreach	Advocacy
1. Cambodia Tertiary Scholarship Program	✓	✓	✓					✓
2. Covid Education Response & Recovery Program				✓				✓
3. Girls' Education Initiative	✓		✓	✓			✓	✓
4. Happy Cambodian Children			✓	✓		✓	✓	✓
5. Kampuchean Young Leaders' Action	✓						✓	✓
6. Life Skills Learning for Adolescent Girls			✓					
7. New Generation School Initiative (Primary Level)		✓		✓	✓		✓	
8. New Generation School Initiative (Secondary Level)		✓		✓	✓		✓	
9. New Generation Schools/S. Rieng		✓		✓	✓		✓	
10. Quality Learning Environments	✓			✓			✓	
11. Reinforcing Education Access with Community Help (REACH III)	✓			✓			✓	✓
12. Strengthening Education & Employment in Kampuchea	✓		✓	✓			✓	✓
13. Teaching Improved Gender Equality and Responsiveness			✓				✓	✓
14. Total Reading Approach for Children				✓	✓		✓	✓
15. Youth Entrepreneurship Project			✓					✓



↑ Another 30 CTSP graduates receive their degrees.



← Village-based remediation activities in the HCC Project help keep children in school;

Scholarship activities in the REACH Project support needy children to attend school.

→



Early Grade Reading

"Once you learn to read, you will be forever free."

Quick Facts about Early Grade Reading Programs

Number of Projects	7	
Key Development Partners	MoEYS-GPE3 Kinchan Foundation Phoenix Foundation	WeWorld-GVC UNICEF Save the Children
Start of Investment	2012	
Key Themes in Investment	<ul style="list-style-type: none"> • Development of Reading Benchmarks • Continuous Assessment (informed by Benchmarks) • EGRA Testing • Rapid Response System (RRS) to address needs of struggling readers • Literacy Toolkits to provide ready-made materials that reinforce word decoding skills • School-based Literacy Coaches to animate RRS • High Investment in 21st Century Libraries • Reading & Writing Software Development 	
Key Milestones	<ul style="list-style-type: none"> • Dissemination of TRAC Approach in 147 schools • EGRA scores in TRAC schools exceed performance found in bilaterally funded projects. 	

Overview

KAPE began intensive investment in reading programming in 2012 with the establishment of the Total Reading Approach for Children Project (TRAC I). This project provided the foundational approach to reading that is now employed by KAPE in 7 projects. The TRAC Project itself is now in its third round of implementation and is known as TRAC III.

Unlike most bilaterally funded programs, KAPE avoided an investment approach that focused on curriculum revision and chose instead to emplace systems that promote accountability in the delivery of the curriculum. This accountability entails the use of Reading Benchmarks to inform continuous assessment, a Rapid Response System to address the needs of struggling readers, intensive library investment, reading software, and school-based literacy coaches who animate the whole system.

Recent Developments

KAPE Reading programs have registered dramatic success in raising EGRA scores in its supported schools, especially in comparison to bilaterally funded national programs, which have largely failed to show significant improvement in reading proficiency (see table below).

On-going Projects Employing TRAC Approach
1. TRAC III (2018-22) • 18 schools • Kg Cham & T. Khmum
2. Easy to Learn (E2L-Svay Rieng) (Completed) • 28 schools
3. Easy to Learn (E2L-Kratie)⁴ • 30 schools
4. REACH • 26 schools • Svay Rieng, Kg Chhnang, & Pursat
5. New Generation Schools • 4 schools • Kg Cham, Svay Rieng & Kg Speu
6. HCC • 41 schools • Siem Reap, Kg Cham, Kratie, Ratanakiri, & Tbaung Khmum
Total: 147 schools

EGRA Test Section (Grade 1)	TRAC Approach		Bilaterally Funded National Program	
	Mean	Zero Scores	Mean	Zero Scores
Letter Names (per minute)	26.5	2%	12.6	12%
Familiar Words (per minute)	10.0	36%	3.3	66%

↪ Children in an HCC-supported school take an EGRA test in Grade 2 (left); A Literacy Coach works with teachers during a bi-monthly meeting (right). ↴



Contextualized Reading, Writing, & Testing Software Now Available in TRAC Libraries: Various reading, writing, and testing apps developed by KAPE and its partners have now been installed in tablets in KAPE-supported libraries. The logos of these software apps are shown above from left to right including: Aan Khmer (a reading software for Grade 1); Sose Khmer (a writing software for Grades 1 & 2); SmartBooks (a reading program for Grades 2 & 3); Let's Read (a list of E-stories for Grades 2, 3, 4, 5 & 6); and TEST (a testing software used to administer Diagnostic Interval Tests).

Preschool Programming

"Enriching the mind one child at a time."

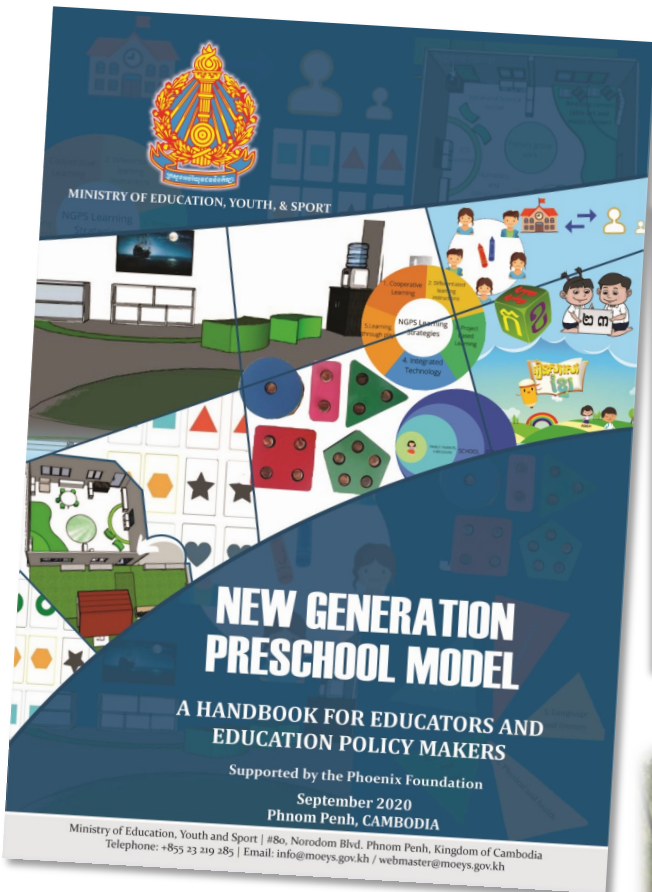
Quick Facts about Preschool Programs	
Number of Projects	3
Key Development Partners	Kinchan Foundation (HCC) Phoenix Foundation (TRAC III) WeWorld-GVC (REACH III)
Start of Investment	2015
Key Themes in Investment	<ul style="list-style-type: none"> Expansion of NGS Programming into the Preschool Sub-sector Investing in Preschool to Boost the Results of Reading Programs New Preschool Classroom Designs to Promote Learning ICT in Education for Preschool Children
Key Milestones	<ul style="list-style-type: none"> Development of a New Generation Preschool Handbook Piloting of a new designs for preschool classrooms

Overview

KAPE is a relative newcomer in the area of preschool development. The agency began investments in this area under the REACH II Project (2016-18) when it made investments in establishing and improving preschools in over 50 primary schools. This support has now continued into REACH III. More investment in preschool programming came through a grant from the Kinchan Foundation to set up a community preschool in Hanchey Commune in Kampong Cham. KAPE and its partner, BSDA, developed a new infrastructure design for this preschool that is quite distinctive. KAPE views preschool education investments as highly relevant to efforts to improve early grade reading and mathematics by giving children strong foundational skills in literacy and numeracy before enrolling in Grade 1.

Recent Developments

In 2020, the Phoenix Foundation supported KAPE to make additional investments in preschool education with the goal of developing what is known as a **New Generation Preschool (NGPS)**. This support helped KAPE to develop an innovative approach to preschool education that incorporates the latest techniques in early childhood education and in particular the use of ICT with young children. This approach was documented in an innovative handbook that will help Ministry to replicate the new approach to preschool education in new locations. KAPE also believes that added support to preschool education in TRAC III project schools will further strengthen results in reading proficiency.



← *New Community Preschool in Kampong Cham: A young preschool student in the community preschool built by KAPE with funding support from Kinchan Foundation explains the letters she is learning.*

New Preschool Design: Ramped learning spaces that promote independent learning are now being funded by the Phoenix Foundation. ↓



↑ KAPE recently designed a new handbook that will provide the basis for training preschool teachers to effectively organize the physical learning environment in classrooms set aside for preschool children. These guidelines put a significant emphasis on the use of technology in educating very young children and also makes suggestions for new physical designs to create a modern preschool learning environment. The manual has been presented to MoEYS for review and eventual adoption in order to expand NGS programming to the Preschool Subsector.

Infrastructure Design

“Making educational forms that follow new needs and functions.”

Quick Facts about Infrastructure Investment

Number of Projects	6
Key Development Partners	MoEYS-Franks Foundation-Child Fund (NGS) Kinchan Foundation (HCC) Phoenix Foundation (TRAC III) WeWorld-GVC (REACH III) Asian Development Bank
Start of Investment	2015
Key Themes in Investment	<ul style="list-style-type: none"> • Promoting classroom configurations that can drive new pedagogies. • Introducing the use of modern materials such as glass, formica, chrome, and textiles in educational facilities. • Designing multi-functional furniture to match the physical contours of an educational space; • Promoting more aesthetically pleasant appearances to make learning spaces more attractive.
Key Milestones	<ul style="list-style-type: none"> • Printing of a unique publication on 21st Century School Architecture • Development a new design for New Generation Preschools • Completion of a large investment in renovated building designs in 41 remote primary schools using modern techniques in renovation • Completion of six new 21st Century Libraries at primary level

Overview

KAPE’s involvement in infrastructure design goes well beyond investment in physical plant to achieve high volume in the number of buildings and classrooms constructed. Indeed, the agency avoids investment in the tired old architecture of the past and focuses on innovative designs that promote 21st Century learning skills (e.g., team work, virtual learning), aesthetic appeal, and efficient use of space. MoEYS funding of the New Generation School Initiative has in particular supported innovative design in both infrastructure and furniture configurations. These investments have transformed the environments of many of the schools where KAPE works to make them more modern and supportive of new pedagogies such as Concept-based Learning, Project Work, and other methodologies. New designs focus not only on classrooms but many other facilities including libraries, science labs, ICT labs, Meeting Rooms, etc.

Recent Developments

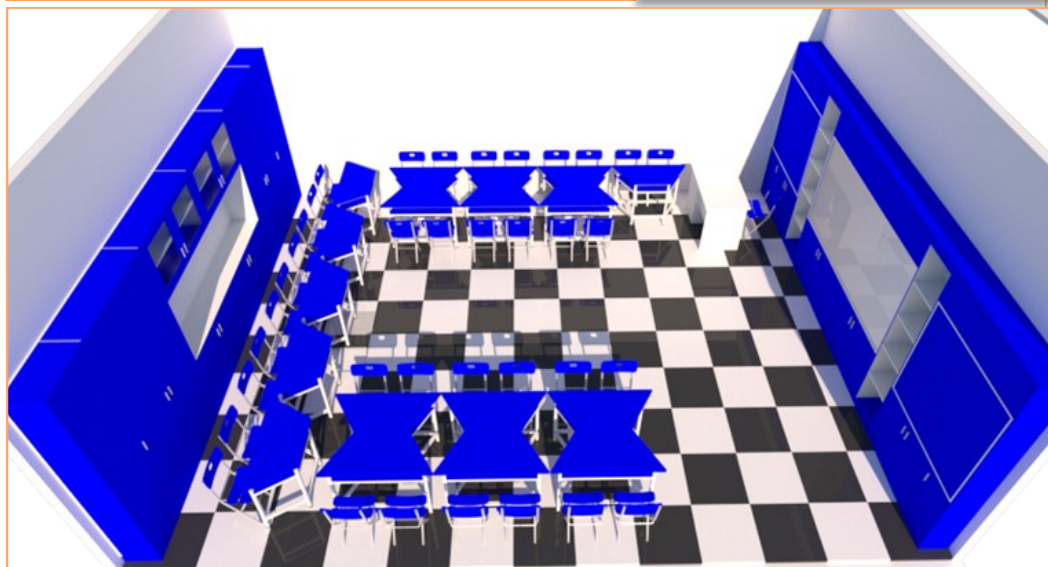
In 2020, KAPE published a unique document summarizing its approach to new architectural design in the public schools. The purpose of this publication is to actively advocate for donors to move away from the tired old standard designs that have been used for the past 70 years and which have changed little during that time. At the same time, KAPE has been able to increase the number of architectural exemplars that demonstrate these new designs across multiple projects and provinces. Since 2015, KAPE has been able to renovate and redesign 492 educational facilities at both primary and secondary school level (see table).

Summary of KAPE Investment in Innovative Design Facilities 2015-20

Facilities	NGS	REACH	E2L	TRAC	HCC	Total
Modern Classrooms	136				170	306
Science Labs	49					49
ICT Labs	16					16
Modern Libraries	7	12	16	18	35	88
Auditoriums	4					4
Meeting Rooms	17					17
Canteens	2					2
Student Clinics	5					5
Youth Centers	5					5
Total	241	12	16	18	205	492



↑ **Modern Science Lab Designs:** The picture above is an illustration of a modern science lab design that uses a monochromatic color scheme and design configuration that facilitates 21st Century skills such as team work, experimentation, and presentation.



← **Modern Classroom Design:** The non-science classroom layout shown demonstrates how some simple changes in classroom design can achieve major improvements in the learning environment. The new shape of student desks increases the number of possible variations in student groupings while the space created in the middle of the classroom enhances the ability of the

Library Development

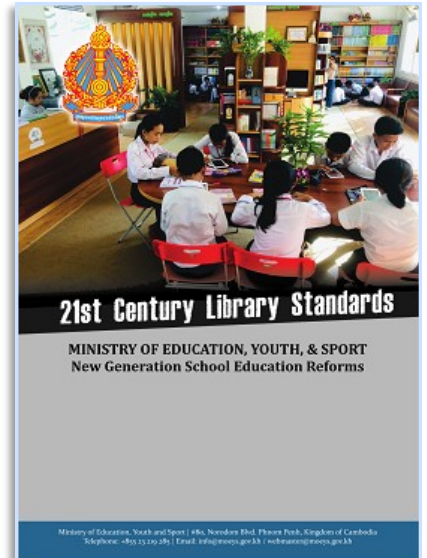
"The School Library: Key to the Past and Gateway to the Future"

Quick Facts about Library Investment	
Number of Projects	8
Key Development Partners	MoEYS-Franks Foundation-Child Fund Kinchan Foundation (HCC) Phoenix Foundation (TRAC III) WeWorld-GVC (REACH III) The Asia Foundation Asian Development Bank
Start of Investment	2015
Key Themes in Investment	<ul style="list-style-type: none"> • Policy Development on Library Design and Configurations • Strong collaboration with The Asia Foundation to promote English book donations to school libraries (BfC) • Modern Library Designs with M-learning services (TRAC & HCC) • Configuring libraries to intensively support Early Grade Reading • Library renovation • Library outreach to communities
Key Milestones	<ul style="list-style-type: none"> • Publication of a 21st Century Library Manual that promotes the modernization of school libraries • Library renovations in 16 remote schools completed (HCC) • An additional six 21st Century Libraries join 12 earlier established under the TRAC Project. • 8,028 English books donated during the year by BfC benefiting 76,000 children

Project	21 st Century Libraries	Normal Libraries	Total
Total Reading Approach for Children (TRAC III)	18	0	18
REACH III	12	28	40
Happy Cambodian Children	1	34	35
New Generation Schools	8	0	8
Easy to Learn (Completed)	16	12	28
Total	55	74	129

Overview

Starting in 2015, KAPE overhauled the way that it does library development by creating new designs that revolutionize the way that school libraries work. These designs seek to promote new ways of learning needed in the 21st Century such as online research, M-learning, and the use of e-books. KAPE has convinced several donors to make investments in both 21st Century Library Designs as well as normal libraries that nevertheless employ attractive layouts albeit no wired learning facilities. To date, KAPE has established 55 21st Century Libraries and 74 more that use new designs (see table). KAPE also helps to furnish libraries with both English and Khmer Language books through its Books for Cambodia Project, which is funded by The Asia Foundation and MoEYS.



Recent Developments

KAPE completed the development of a formalized manual to help MoEYS replicate 21st Century Libraries in other locations. This manual will play a crucial role in disseminating new library designs in the USE-SDP 2 Project, for which MoEYS has asked KAPE to provide technical support. Over 130 secondary schools will benefit from this support.

The idealized layout for a large 21st Century Library is illustrated below. The design for this library occupies the space of two classrooms. The library employs a modern monochromatic color scheme (wood tone). In addition, different functional areas in the library (e.g., research station, rounded book unit for individualized study, theatre area with a wall mural, etc.) appear to blend together but with the aesthetic use of a carpeted island in the middle of the room to help form a subtle boundary with the rest of the library. ↓



Life Skills Education & Career Counseling

"Life skills benefit from Proactive Education, Qualified Instructors, & Dynamic Curriculum."

Quick Facts about Life Skills Education

Number of Projects	12	
Key Development Partners	MoEYS-Child Fund Kinchan Foundation Oaktree Foundation GAP Foundation Asian Development Bank	WeWorld-GVC Lotus Outreach PACT-USAID European Union
Start of Investment	2008	
Key Themes in Investment	<ul style="list-style-type: none"> • Policy Development on Life Skills Education • Life Skills Curriculum and Manual Development inclusive of lesson plans, posters, handouts, and assessment tools • Entrepreneurship & Leadership Skills • Training Teachers to Teach Life Skills • Emplacement of School Counselors in New Generation Schools • Developing Electronic Career Counseling Software (called <i>Trey Visay</i>) to Enhance the Counseling Services in Schools 	
Key Milestones	<ul style="list-style-type: none"> • MoEYS has tapped KAPE to provide technical assistance in developing life skills and counseling services in 137 schools supported by ADB. • KAPE secured a major project called SEEK to help secondary schools strengthen counseling services in 20 target secondary schools. 	

Overview

KAPE began investing heavily in life skills education in 2008 through its *Schools for Life Project*, which was followed by the *Improved Basic Education in Cambodia Project*. These projects developed 30 life skills manuals in 3 areas: (i) Socially Relevant Skills (e.g., Drug Abuse Prevention, Safe Migration, etc.); (ii) Economic Skills (e.g., World of Work); and (iii) Pre-vocational Skills (e.g., Vegetable Cultivation, Fish Raising, Bicycle Repair, etc.). These manuals form the foundation of most life skills activities in other projects. Most recently, these manuals are being supplemented by the GAP Foundation to provide additional life skills manuals that focus on self-understanding with a gender focus.

At the same time, KAPE has also developed projects to strengthen the delivery of career counseling services in secondary schools, using some of the Economic Life Skills manuals developed under IBEC (e.g., World of Work). These efforts include training teachers who work full-time as counselors, using electronic counseling software, and providing employment workshops for secondary school students.

Recent Developments

The number of projects supporting life skills education and career counseling has increased to 12 including large projects supported by the European Union (SEEK) and Asian Development Bank (USE-SDP 2). Another new project called Young Entrepreneurs Program (funded by PACT-USAID) also just began as a pilot to promote entrepreneurship and leadership skills among youth. In addition, the LSLAG Project has accelerated its efforts to streamline the PACE Curriculum in all KAPE Projects.



↑ A workshop on career choice at a New Generation School.

← A student leadership group meets in a Youth Center to discuss improving their school



↑ Students learn how to use hydroponics to grow vegetables as part of KAPE's life skills programming.

↑ A secondary school student meets with a career counselor for an individualized counseling session.

Covid19 Response & Recovery Programming

Quick Facts about Covid19 Response

Number of Projects	13	
Key Development Partners	MoEYS-Child Fund Kinchan Foundation Phoenix Foundation WeWorld-GVC	European Union UNICEF-GPE3
Start of Investment	2020	
Key Themes in Investment	<ul style="list-style-type: none"> • Covid19 Survival Kits (Development & Distribution) • Technical Support to MoEYS for Covid19 Response & Recovery • Close Cooperation with the Center for Distance & Digital Education (CDDE) • Continuous Learning • Distance & Digital Education Learning Channels • National Coordination of Remedial Programming to respond to Covid19 Pandemic 	



SEEK Teachers work together to find out key points to update their teaching methods during the Covid19 epidemic.

Overview

Many of KAPE's school-based programs have sought to address the challenges created by the Covid19 Pandemic by working with MoEYS to disseminate self-study worksheets developed by government departments that will support Continuous Learning. KAPE has also used its donor funding to create **Covid19 Survival Kits** that include hygienic supplies such as masks and alcohol spray as well as educational games that can be used by parents to support home learning. KAPE has also advocated to keep school libraries open (even though schools are closed) so that parents can borrow books and educational games to use with their children at home.

In terms of online learning, KAPE has been working closely with the **Center for Distance and Digital Education** at Sisovath HS to move learning activities in New Generation Schools online. In this regard, KAPE has helped schools to move much of their learning activity to a virtual format focusing particularly heavily on the production of lesson videos. Approximately 4,180 videos were produced by New Generation Schools for sharing with CDDE as well as NGS students (see table below).

KAPE was also chosen by MoEYS and UNICEF to assist with technical support to Ministry departments to develop Continuous Learning Worksheets and Remedial Programming as part of a special grant from GPE3 to set up a program called **Covid19 Education Response & Recovery Project**. The project began in December 2020 and will continue for one year. KAPE's role focuses heavily on both helping with donor coordination as well as technical support to individual departments.

Progress to Promote Online Learning in New Generation Schools by Subject and School (2020)

School	Number of Videos													Number of Teachers	Participating Teachers	Participating Teachers as %	Videos per Teacher
	Subject:	K	M	P	C	B	En	H	G	Mo	ES	IT	Other				
Secondary School Level																	
Sisovath HS*	148	298	232	154	134	37	84	20	19	14	27	22	1,189	61	61	/ . . #	32
Sisovath HS**	136	193	96	119	117	0	76	0	0	0	0	0	737				
Prek Leap HS	68	120	71	73	65	68	64	71	68	32	84	0	784	50	48	96%	16
H.S. Kampong Cham HS	86	86	40	33	44	80	35	28	47	29	20	23	551	22	22	100%	25
Peam Chikong HS	41	29	34	30	30	28	42	32	31	12	40	0	349	28	27	96%	13
Prek Anchanh HS	52	60	54	57	55	47	49	49	63	24	60	0	570	49	46	94%	12
Kok Pring HS***	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	531	786	527	466	445	260	350	200	228	111	231	4,135	4,180	210	204	97%	20
Primary School Level																	
	G1	G2	G3	G4	G5	G6											
Demonstration School PS	26	46	60	11	40	10							193	13	13	100%	15
Akhea Mahasei PS	60	10	13	-	-	-							83	21	21	100%	4
Total	86	56	73	11	40	10							276	34	34	100%	8

Sisovath HS: Videos for teacher; **Sisovath HS: Videos developed for MoEYS; ***Follows regular MoEYS Worksheet Program as internet service not available or reliable

Project Profiles

New Generation School Initiative

Donor	MoEYS Franks Family Foundation
Direct Beneficiaries	5,722
Budget Received in FY2020	\$1,664,000
Unit Cost per Beneficiary	\$292
Provinces Covered	4 (Kg-Cham, Phnom Penh, Kandal, Kampong Speu)
Districts Covered	6 Districts
Target Primary Schools	3
Target Secondary Schools	5 Schools
Start Date	01 Jan 2015
End Date	Open-ended

Overview: The New Generation School Program completed its fifth year of funding support by MoEYS with KAPE playing the role of implementer. In spite of severe budget constraints within the government, MoEYS has agreed to extend funding at current levels for the 2021 fiscal year. The number of supported New Generation Schools stabilized at 10 last year (with 8 supported by MoEYS/FFF and 2 supported by Child Fund). Some supported schools continued to expand the number of grade levels covered by NGS investment as they incrementally move towards 'whole' school coverage. This includes investments at Prek Leap, Prek Anchanh, Peam Chikong HS, as well as Akheamahasei Primary School. Demand for entry into New Generation Schools continued to explode and far exceeds the places available, demonstrating the high-quality standards of these schools and acceptance by the general public. In terms of performance metrics, New Generation Schools have demonstrated extremely high achievement including.

New Generation Schools in Svay Rieng

Donor	Child Fund Cambodia
Direct Beneficiaries	752 Students
Budget Received in FY2020	\$139,060
Unit Cost per Beneficiary	\$185
Provinces Covered	Svay Rieng
Districts Covered	Svay Chhrum
Target Secondary School	1
Target Primary School	1
Start Date	July, 2018
End Date	August, 2021

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

New Generation Pedagogical Research Center

Donor(s)	Ministry of Education, Youth and Sport (MoEYS)
Direct Beneficiaries	25 student-mentors
Budget Received in FY2020	\$163,582
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	Phnom Penh
Districts Covered	1
Target	Higher Institution
Start Date	September 16, 2020
End Date:	Open-ended

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

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

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



Dr. Chan Roath, the Manager of New Generation Pedagogical Research Center (NGPRC), invited Dr. Sok Touch, Director of Royal Academy of Cambodia to officially recap and close the Cambodia 1st International Conference on Mentoring Educators

Project Profiles

Books For Cambodia (BFC)

Donor	The Asia Foundation & MoEYS
Direct Beneficiaries	69,226(36,216 female)
In-kind Support Received in FY2020	\$201,370.38
Unit Cost per Beneficiary	\$2.90
Provinces Covered	12
Districts Covered	42
Target Government Institutions and Universities	3
Target-NGOs	2
Target Secondary Schools	70
Target Primary Schools	12
Network and resource schools	2
Other Institutions	1
Start Date	1 April 2014
End Date	31 Dec 2022

Core Goals: BfC's new MoU with MoEYS prioritizes book donations to lower secondary schools, targeting 5 new provinces annually with the intention of covering all 25 provinces within five years. The project seeks to promote English reading at lower and upper secondary school levels. Next year, BfC will select an outstanding school from among 200 candidate schools where it will pilot an Open Access Library.

Quality Learning Environments Expansion (QLE)

Donor	Norad/Save the Children
Direct Beneficiaries	8,881 students
Budget Received in FY2020	\$38,017
Unit Cost per Beneficiary	\$4.281
Provinces Covered	2 provinces (Kampong Cham and Tbaung Khmum)
Districts Covered	9 districts
Target Primary Schools	17
Start Date	1 January 2016
End Date	31 December 2020

Goal: Primary schools in Cambodia improve performance and provide better learning outcomes.



BfC provided the library training to the target school directors and librarians on how to manage a library and coding books well.

Happy Cambodian Children (HCC) Project

Donor	Kinchan Stiftung Foundation	Districts Covered	13 (Varin, Kralanh, Kampong Siem, Memot, Ponhea Krek, Dambae, Snuol, Chetborey, Sambo, Oyadav, Barkeo, Lumpat, Or Chum)
Direct Beneficiaries	8,599 (4,203 Girls)	Primary Schools Assisted	41
Pre-School	103 (58 Girls)	Cycle 1 Schools	12
Primary Level	8,498 (4,150 Girls)	Cycle 2 Schools	13
Budget Received in FY2020	\$663,654	Cycle 2 Schools	16
Unit Cost per Beneficiary	\$76	Preschools	1
Provinces Covered	5 (Siem Reap, Kampong Cham, Ratanakiri, Kratie, Tbuang Khmum)	Start Date	August 01, 2018
		End Date	Open-ended

Project Objective 1: Access to education (especially for girls and vulnerable children) improves in target locations;

Project Objective 2: School effectiveness (i.e. quality of education) improves through the development and practice of Child Friendly School approaches in and out of the classroom in a way that is relevant to needs of vulnerable children, especially girls;

Project Objective 3: Children's reading abilities improve from a baseline in the early grades (Grades 1-3)

Project Objective 4: The management capacity of local partners to administer development assistance increases in a way that enhances educational access and quality as well as community outreach.

Project Profiles

Reinforcing Education Access with Community Help (REACH III)

Donor	We World
Direct Beneficiaries	17,941
Budget Received FY2020	\$324,555.28
Unit Cost per Beneficiary	\$18.09
Provinces Covered	4 provinces
Districts Covered	8 districts
Target Primary Schools	38 schools
Start Date	January 2019
End Date	December 2020

REACH III's objective is to enhance the Child Protection and Learning Impacts of children in multiple areas including numeracy, literacy, and life skills through integrated strategies that promote improved and sustained governance as well as higher quality learning environments both in the school and at home within the 4 target provinces

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

LIFE SKILLS LEARNING FOR ADOLESCENT GIRLS (LSLAG) Project

Donor	Gap Inc.
Direct Beneficiaries	6,000 (Girls)
Budget Received in FY2020	\$85,000
Unit Cost per Beneficiary	\$14,17
Provinces Covered	2 (Kg-Cham, Tbaung Khmum)
Districts Covered	11 Districts
Target Secondary Schools	23 Schools
Start Date	01 Dec 2018
End Date	31 March 2021

Goal: The purpose of the LSLAG Project is to make the process of healthy and positive transition into adulthood while recognizing and addressing gender vulnerability and inequality”.

Key objectives include:

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

Total Reading Approach for Children (TRAC III)

Donor	The Phoenix Foundation
Direct Beneficiaries	3962 (1836 girls)
Budget Received in FY2020	\$199,971.98
Unit Cost per Beneficiary	\$26
Provinces Covered	2 provinces (Tbaung Khmum & Kampong Cham province)
Districts Covered	8 districts
Target Primary Schools	18
Start Date	1 July 2017
End Date	30 June 2022 (Extension Approved)



TRAC III provides the capacity building and the use of learning aids to its target teachers.

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

Project Profiles

Teaching Improved Gender Equality and Responsiveness (TIGER)

Donor	European Union, VVOB
Direct Beneficiaries	4,800 girls and 4,800 boys in 40 primary and lower secondary
Budget Received in FY2020	\$27,206.27
Unit Cost per Beneficiary	\$2.83
Provinces Covered	Battambang Province
Districts Covered	Battambang Province
Target Secondary Schools	16 schools
Target Primary Schools	24 schools
Start Date	01 October 2017
End Date	30 September 2020

GOAL

- **Overall Objective:** To ensure primary and lower secondary school children are protected from school-related gender-based violence, enabling their equitable participation in all spheres of life at school and at home.
- **Specific Objective:** To transform the Teacher Education College and 40 schools in Battambang Province into centers of excellence for gender-responsiveness.
- **Project Scope:** 4,800 girls and 4,800 boys in 40 primary and lower secondary schools in Battambang Province will derive benefit from the project over the course of its implementation.

Strengthening Education Employability in Kampuchea (SEEK)

Donor	European Union
Direct Beneficiaries	25,708
Budget Received in FY2020	\$317,793
Unit Cost per Beneficiary	\$12.4
Provinces Covered	Kampong Cham, Tbaung Khmum and Kampong Chhnang
Districts Covered	12
Target Secondary Schools	15
Target Primary Schools	50
Start Date	01 January 2020
End Date	31 December 2022

Main Goal:

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

Inclusive Education Program (IEP)

	Cambodian Tertiary Scholarship Program (CTSP)	Kampuchea Young Leaders' Action (KYLA)	Girls' Education Initiative (GEI)
Donors	The Asia Foundation	The OakTree Foundation,	Lotus Outreach International
Direct Beneficiaries	30	229	100
Budget Received in FY2020	\$51,761.77	\$39,995.97	\$29,092.05
Unit Cost per Beneficiary	\$1,725.40	\$174.65	\$291
Provinces Covered	Kampong Cham, Tbaung Khmum, Kratie and Prey Veng	Kampong Cham, Tbaung Khmum	Kampong Cham, Tbaung Khmum
Districts Covered	11	6	2
Target Secondary Schools	N/A	6	5
Vocational Colleges/ Universities	Western University	N/A	N/A
Start Date	01 October 2016	01 February 2020	01 October 2019
End Date	30 September 2020	31 December 2020	30 August 2022

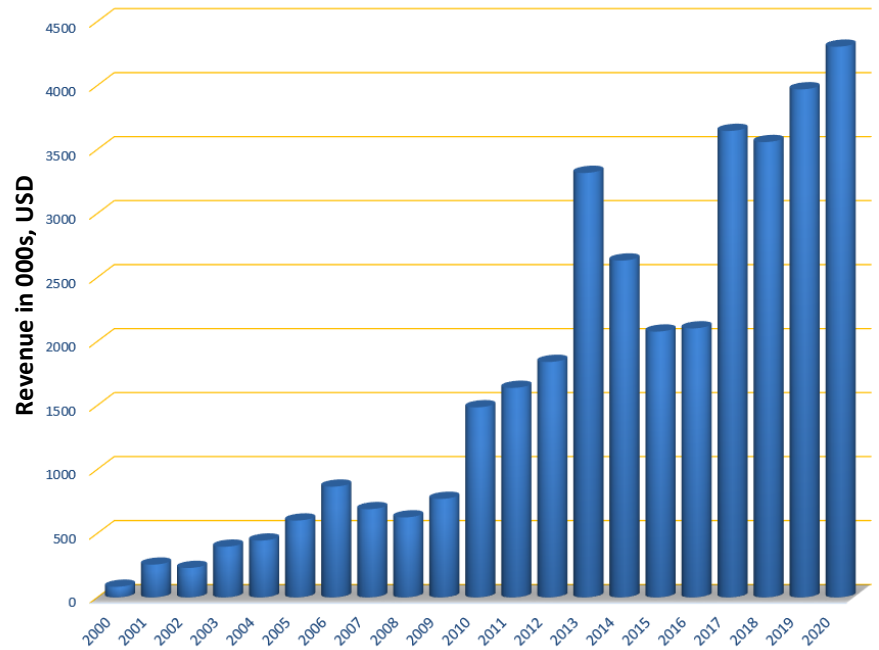
KAPE has consolidated some of its smaller and medium-sized projects focusing on inclusive education into one umbrella program called Inclusive Education Program (IEP). Its main goal is to increase access to education, especially for girls, minorities and other vulnerable and marginalized children/youth.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

Financial Highlights

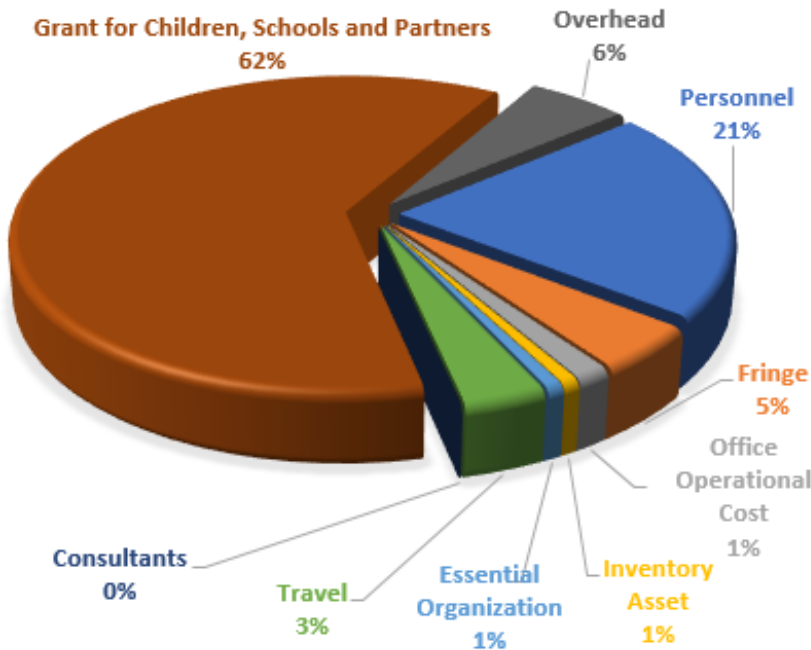
Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2020	3,881,225.26
Balance Forward from FY2019	413,590.86
Interest Income	446.33
Available Assets in FY20	4,295,262.45
Total Expenditure in FY20	4,001,427.69
Fund Utilization Rate	93%

Fund Receipt Trend



How was the money spent?



Revenue Streams in FY2020

Donors	Amount (USD)
Ministry of Education, Youth and Sport	1,821,627.58
HARMUT (Kinchan Stiftung Foundation)	827,003.89
WeWorld	290,000.00
European Union	286,013.08
Phoenix Foundation	199,957.00
UNICEF	187,012.86
ChildFund Cambodia	120,236.56
Oaktree Foundation	39,895.97
Save the Children	38,005.55
Asia Foundation	33,247.18
VVOB	25,376.59
PACT	7,000.00
Lotus Outreach	5,844.00
GAP Inc	5.00
New Revenue Received FY 2020	3,881,225.26

A Note of Appreciation

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

Thank you!

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

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