



KAMPUCHEA ACTION TO PROMOTE EDUCATION (KAPE)

"Development with a Human Face"



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Annual Report 2022

Released on 24 February 2023

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

Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report of FY2022 that started in January and ended in December of this year. The current year marks a return to normal for Cambodia's education system following nearly two years school closures caused by the Covid19 Pandemic. This has greatly helped agency programming to transition back to face-to-face learning. Nevertheless, the effects of Learning Loss still weigh heavily on many schools supported by KAPE. The Board congratulates KAPE on being able to adapt its programming as the operating context changes rapidly from one year to the next and believe that the agency should be able to weather future challenges in programming.



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.

KAPE Mission

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

Our Core Values

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



A Note from the KAPE Executive Director ...

KAPE is pleased to share its Annual Report for the 2022 Fiscal Year with all its stakeholders. The new year was marked by a positive return to 'normal' as MoEYS announced the end of school closures due to the Covid19 Pandemic and a full re-opening of both the education system and Cambodian society. This was welcome news and allowed KAPE's programming to return to face-to-face learning and training. Nevertheless, Learning Loss continues to be a major problem in most schools, especially for the children who just entered the education system during the pandemic years and who did not receive needed foundational skills to do well in their studies. These children are now in Grades 2 and 3 and will be a special focus of agency programming going forward.

For its annual reporting, KAPE has adopted a rotating format that moves back and forth between project-based and sector-based presentations. KAPE decided to continue with a project-based format for this year's report to highlight a number of new integrated projects funded by Plan International, Child Fund, and EU that highlight KAPE's efforts to move our school development strategy back to a holistic approach, as the education system returns to normal.

In terms of programming, KAPE has maintained a large portfolio of 22 projects during the year, which is historically the largest portfolio the agency has ever had. But a large number of these projects ended this year including a number of long-running and strategically important programs such as KAPE's Girls' Education Initiative (GEI) and Total Reading Approach for Children Project (TRAC III). Sadly, donors decided not to continue funding these strategically important projects. Indeed, GEI has been running continuously for 22 years and this will mark the first interruption in the agency's ability to provide educational scholarships to vulnerable young girls.

In spite of the completion of 6 projects this year, the agency continued to successfully develop new programming leading to the approval of 5 new projects that had start-up dates in 2022 while a number of other projects are still pending. These new projects will enable the agency to maintain equilibrium in terms of its programming. The year 2023, therefore, looks like a solid year for KAPE, but there are concerns that 2024 will require additional efforts to maintain an accelerated rate of new project development. Much of what happens in 2024 will depend on MoEYS plans to expand the New Generation School Initiative to more schools under multiple funding sources as well as efforts by the Franks Family Foundation to identify expanded resources for NGS Expansion.

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 eighth year in a row. During an NGS Retreat in June 2022, H.E. Dr. Hang Chuon Naron confirmed that the Ministry sees KAPE as a key national institution that will

have a long-term role in helping the Royal Cambodian Government promote educational innovation, research, and most importantly the dynamic evolution and expansion of New Generation Schools, KAPE's flagship program. Although most

bilateral and multi-lateral donors have shunned New Generation School reforms, the Ministry achieved a key breakthrough in 2022 by convincing the Asian Development Bank to include an NGS Component in the new government loan to support the new CamSTEP-Up Program that will start in 2024. ADB is now the first mainstream donor to support this important educational reform and along with accelerated support from the Franks Family Foundation may signal a major expansion in the scope of NGS Reforms. This could be a key development for future KAPE programming.

In 2022, KAPE signed partnerships with several new development partners from the private sector including Meta, Google-ASEAN Foundation, Gap Inc., MangoSTEEMS, and Aptessence while continuing its strong relationship with its private foundation partners including The Asia Foundation, the Franks Family Foundation, the Kinchan Foundation, Child Fund Cambodia, WeWorld-GVC, and Plan International. Expanded ties with the private sector as well as private foundations and the Royal Cambodian Government help to realize a KAPE strategy to minimize agency reliance on bilateral and multi-lateral funding, which often compromises the agency's independence and ability to criticize donor strategies that are sometimes misguided. This independence makes KAPE a unique partner for MoEYS because it can speak frankly and honestly about development strategies proposed by donors.

KAPE would like to thank once again all 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

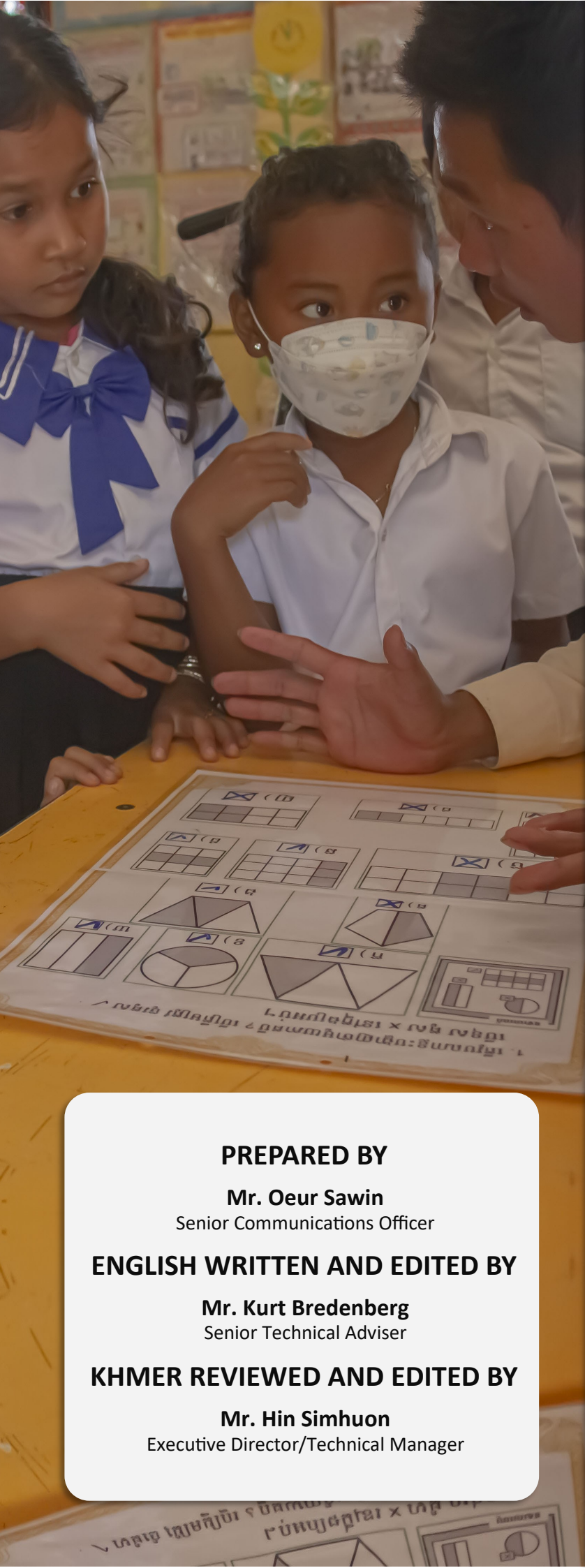


Table of Contents

Greetings from the KAPE Board of Directors.....	2
A Note from the KAPE Executive Director.....	3
Table of Contents.....	4
Agency Overview for the Year.....	5-6
A Glance into the Future.....	6
Special News and International Events.....	8-12
New KAPE Publications.....	13
TTO Import Export Co., Ltd.....	14
KAPE Programming by Technical Subsector.....	15
• New Generation School Initiative (NGS).....	16-17
• New Generation Pedagogical Research Center (NGPRC).....	18-19
• Happy Cambodian Children (HCC).....	20-21
• Inclusive Education Program (IEP).....	22
• Girl’s Education Initiative (GEI).....	23
• Kampuchean Young Leaders’ Action (KYLA).....	24-25
• Strengthening Education Employability in Kampuchea (SEEK).....	26-27
• Reinforcing Education Access with Community Help (REACH IV/BMZ).....	28-29
• Books for Cambodia (BfC).....	30
• Total Reading Approach for Children (TRAC III).....	31
• Easy to Learn (E2L) Project - Prey Veng.....	32
• Consortium for Sustainable Alternatives and Voice for Equitable Development (CO-MAVED).....	33
• Easy to Learn (E2L) Project - Kratie.....	34-35
• Covid19 Education Sector Response & Recovery Project (CERRP).....	36
• Life Skills Learning For Adolescent Girls (LSLAG).....	37
• Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project (FOSTER).....	38
• Upper Secondary Education—Sector Development Project 2 (USE-SDP2).....	39
• Enhancing Quality Learning for Out Of School Children (EQUAL).....	40
• MoEYS Leadership Professional Development Program to Enhance Leadership and Gender Equality (MoEYS LPD).....	41
KAPE Financial Highlights 2022.....	42
KAPE Management Team FY2022.....	43
KAPE Organizational Chart 2022.....	44

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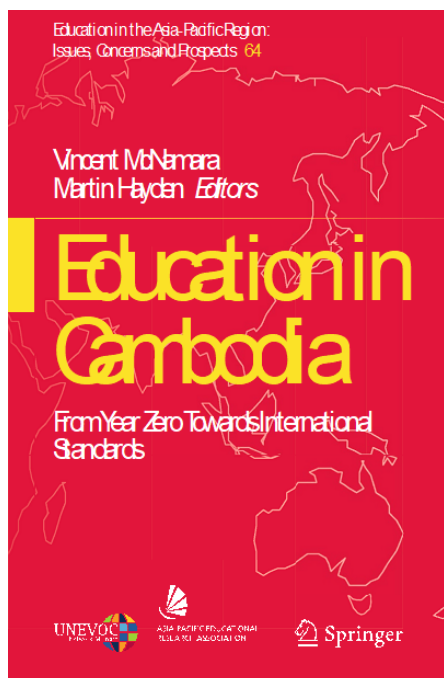
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Agency Overview for the Year

year relating to the STEM subjects such as the HEAD Foundation of Singapore and Shift360, a national organization. The latter is working with KAPE to promote new and dynamic ways of teaching STEM as well as Shift360, which hopes to set up an advanced Food Technology Study Program at Sisovath High School.

Another important development during the year was the growing prominence of KAPE's work in the research literature. A research article contributed by KAPE on Secondary Education in Cambodia was accepted



and included in a new seminal

work published by Springer Publishers, which was released in February 2022. This book is called, Education in Cambodia: From Year Zero towards International Standards. This publication is likely to have a significant impact on strategic planning in the education sector and new project design. Along with an anthology recently printed by KAPE (see below) comprising 10 research articles on agency programming, these developments point to very high relevance and interest in agency programming.

KAPE's overall financial situation continued to remain stable during the year with annual revenues increasing slightly from **\$4.25 million** in FY2021 to **\$4.30 million** in FY2022 or an increase of **1%**. At the end of the year, KAPE counted 15 donors and partners including new or returning donors such as Aide et Action, Oxfam-GB, and Plan International. Nevertheless, it is important to note that about **42%** of agency revenues are now coming from the Ministry of Education, Youth, and Sport, making the Royal Cambodian Government KAPE's largest donor. Another **39%** is coming from private foundations and the private sector while the remainder is bilateral or multilateral (**19%**). This huge reduction of KAPE dependence on bilateral and multilateral donors is a major achievement when one considers that over two-thirds of KAPE support used to come from bilateral and multilateral funding. Fund utilization rates during the year stood at **91%**, which is quite high given the size of KAPE's portfolio. As in past years, 59% of agency resources were spent on beneficiary support including educational services (including staff travel costs), school materials and equipment, school grants, and research in FY2022.

A Glance into the Future ...

As six projects were scheduled to end in 2022, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. New project designs focused on a holistic approach to school development, advances in ICT-focused curricular programming, and gender equality. In all, nine project designs were submitted for donor review and approval. Of these, seven were successful while two are still pending (see ROTA and EU). This constitutes a 78% success rate. Five of these approvals were for project extensions while the remainder was for new projects. As a result of program development efforts during the year, KAPE so far expects to field 17 or more projects in the next fiscal year.

Program Development Summary for 2022

Program Name	Partners	Donor	Status	Duration
1. ASEAN Digital Literacy Programme	ASEAN Foundation	Google	Successful	1 Year
2. Enabling CSOs to Promote Active Citizens	WeWorld-GVC Child Fund CRDT	EU	Pending	3 Years
3. Global Learners Project	CARE	ROTA	Pending	3 Years
4. Happy Cambodian Children (Extension)	Krousar Yoeung	Kinchan Stiftung	Successful	1 Year
5. Khmer Digital Literacy Programme	MoEYS	Meta	Successful	1 Year
6. Life Skills Learning for Adolescent Girls (Extension)	--	Gap, Inc.	Successful	2 Years
7. New Generation Pedagogical Research Center (4 th Extension)	Franks Family Founda- tion	MoEYS	Successful	1 Year
8. New Generation Schools Initiative/Primary School Level (5 rd Extension)	Franks Family Founda- tion	MoEYS	Successful	1 Year
9. New Generation Schools Initiative/Secondary School Level (7 th Extension)	Franks Family Founda- tion	MoEYS	Successful	1 Year

¹ Reach Out To Asia: <http://bit.ly/3y4p3bj>



Young Scientists: Science, Technology, Engineering, and Mathematics or STEM play an increasingly important role in KAPE programming at all levels. The agency has, therefore, been working closely with MoEYS to promote intensive training of teachers in teaching the STEM subjects as well as ensuring high standards of governance so that investments in new facilities lead to maximal access and maintenance.



SPECIAL NEWS AND INTERNATIONAL EVENTS

“Development through networking and outreach.”

KAPE RECEIVES LOTUS CIRCLE LEADERSHIP AWARD IN NEW YORK CITY

On 6 April 2022, Mr. Sao Vanna, the KAPE Executive Director, Ms. Hem Mary, Inclusive Education Coordinator, and Ms. Sim Phally, former KAPE Scholar, received a coveted Lotus Leadership Award from The Asia Foundation in recognition of the agency's important work to promote women's development and leadership. The award ceremony offered KAPE the opportunity to speak to the New York elite about its work with Cambodian girls and young women and the many interventions that the agency has organized to support them including the long-running Girls' Education Initiative (GEI) and the Cambodian Tertiary Scholarship Program (CTSP) of which Ms. Phally was herself once a beneficiary and who is now working as a manager within KAPE. All speeches were greeted with loud applause from the audience and bodes well for continued resourcing of the agency's programming. The ceremony took place in a majestic location on the 34th Floor of the Oriental Mandarin Hotel overlooking Central Park and made the KAPE Team feel like they were literally on the top of the world. This was a crowning event for KAPE and marks an important milestone in the agency's history.

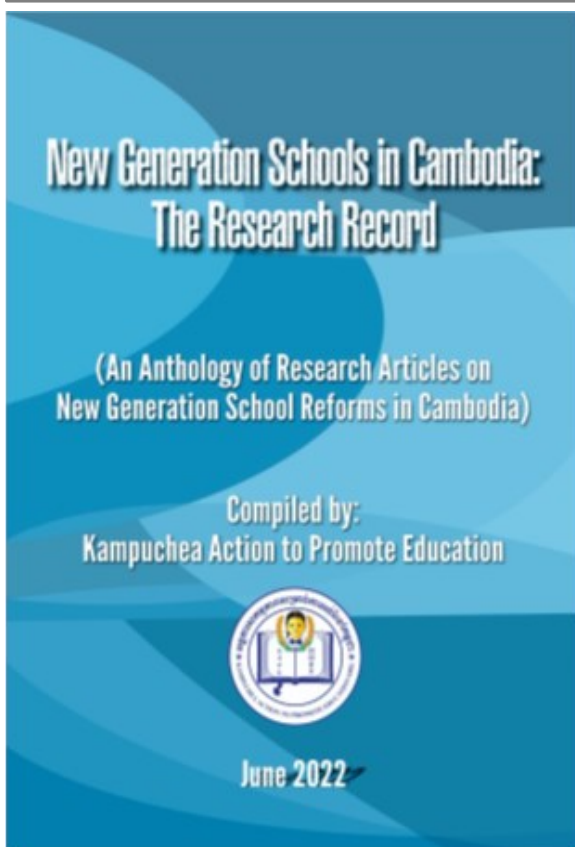


The KAPE Director (above left) receives the Lotus Circle Leadership Award for 2022 in Manhattan in recognition of outstanding programming to help young girls and women.



KAPE PUBLISHES ANTHOLOGY ON NGS RESEARCH

There has been growing interest among researchers in KAPE programming relating to New Generation Schools. Over the last several years, there have been over 10 research articles on New Generation Schools that have appeared in multiple publications. KAPE compiled all of these publications in into a new publication that was published in 2022. This is the first time that all of these research articles on NGS Reforms have been brought together under one publication. This publication was edited, printed, and disseminated by KAPE through its regular media channels (e.g., websites, Facebook Pages, etc.). All of these articles further help to bolster empirical arguments for additional investment in this reform model.



SPECIAL NEWS AND INTERNATIONAL EVENTS

“Development through networking and outreach.”

A NEW COHORT OF MASTER’S DEGREE CANDIDATES IN MENTORING COMPLETE THEIR STUDIES

As part of its close partnership with MoEYS, KAPE continued to manage the Master’s Degree Program in Mentoring at the National Institute of Education. A significant event during 2022 was the graduation of another cohort of Mentors from the *New Generation Pedagogical Research Center*, which is managed by KAPE and a part of NIE. Degree candidates completed their theses and prepared



to receive their degrees. A total of 23 individuals who enrolled in the Master’s Degree Program in Mentoring prepared to receive their degrees. Some of these candidates were recruited from within the NGS System (35%) and will return to their New Generation Schools while the remainder (65%) had been recruited from outside of the NGS System and were posted to a variety of institutions including New Generation Schools. Teacher Training Institutions such as the National Institute of Education continue to demonstrate a strong interest in acquiring Mentors trained at the NGPRC to help support upgrading efforts there. A total of 10 Mentors were assigned to a number of TTIs including NIE, PPTC, and the Provincial Teacher Training College in Siem Reap. This continues a modality of institution-based Mentors that the Center introduced in previous years to complement a school-based modality of placement.

A New Student Cohort Graduates: H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport, stands with recently graduated mentors who received a Master’s Degree in Mentoring from the New Generation Pedagogical Research Center of the National Institute of Education. The NGPRC Mentoring Program is having a dramatic effect on the availability of high quality human resources and is helping to drive the education system’s teacher education efforts forward very quickly.

KAPE HOSTS NEW GENERATION SCHOOL RETREAT CHAIRED BY THE MINISTER OF EDUCATION, YOUTH, AND SPORT

In June 2022, the NGS Office organized a Retreat in Kampong Cham Province that allowed program staff to consult with senior MoEYS officials to review progress and address important issues that challenge future operations. The Retreat was hosted by Hun Sen Kampong Cham HS, which was one of the first New Generation Schools established in Cambodia. This review meeting was the first NGS Retreat that was held since 2017. The Retreat was chaired by H.E. Dr. Hang Chuon Naron, Minister of Education who helped to provide support for some key decision-making during the meeting. Many other key MoEYS officials also attended the meeting including members of the National Oversight Board, several department heads, and a representative from the Ministry of Economy & Finance. This was a key meeting for KAPE’s NGS programming because it helped to resolve several key issues regarding future expansion under other donors (e.g., Asian Development Bank), future funding (confirmed for 2023), and a number of other technical issues relating to staffing and accreditation.



SPECIAL NEWS AND INTERNATIONAL EVENTS

“Development through networking and outreach.”

KAPE ORGANIZES AWARD CEREMONY WITH MOEYS FOR KINCHAN FOUNDATION

One of KAPE’s largest and most dynamic projects is funded by a European foundation called the Kinchan Foundation, based in Lichtenstein. To date, the Kinchan Foundation has invested over \$5 million into the Cambodian formal education system through agencies such as KAPE and Krousar Yoeung. KAPE was able to organize an award ceremony on 16 October 2022 chaired by H.E. Dr. Hang Chuon Naron in which the Ministry awarded the Mahasarevath Award to Mr. Hartmut Giesecke, Chairman of the Kinchan Foundation in recognition of the Foundation’s outstanding work to help Cambodian primary and pre-schools. This is the highest award that the Ministry can bestow on anyone in recognition of their civic contributions.



H.E. Dr. Hang Chuon Naron, Minister of Education, stands with Mr. Hartmut Giesecke (center with yellow ribbon) who received an award for outstanding civic contributions to Cambodia’s education system.

SIGNIFICANT EXPANSION IN PARTNERSHIPS WITH THE PRIVATE SECTOR INCLUDING META, GOOGLE, GAP, AND APPTESSENCE

KAPE made significant progress in building new programming linked to the private sector. The agency was able to form partnerships with several corporate partners including Meta, Google, Gap, and a Canadian firm called Apttescence during 2022. With the



exception of the Gap, Inc. Foundation, many of these new relationships focus on investment into new curricular designs focusing on ICT in unique areas. This includes the development of new curriculum frameworks for coding, gaming technology, artificial intelligence, and other areas. In contrast, the partnership with Gap, Inc. focuses on the dissemination of the P.A.C.E. curriculum, which is designed to provide soft skills to young girls to navigate adolescence. These new partnerships that are built on Corporate Social Responsibility help achieve a key KAPE strategy to diversify its funding and partnerships in such a way that the agency can be less reliant on bilateral and multilateral donors who come with their own agendas that often do not harmonize well with KAPE long-term strategies.

New Private Sector Partnership to Promote Gaming Technology: KAPE signs an agreement with Apttescence, a Toronto-based company, to help the agency develop a curriculum program for the instruction of Gaming Technology in target KAPE schools. Although the Gaming Industry is one of the fastest growing industries in the world, Cambodia currently has no educational institutions that are teaching this topic.

SPECIAL NEWS AND INTERNATIONAL EVENTS

“Development through networking and outreach.”

NEW GENERATION SCHOOLS-LAOS VISITS CAMBODIA

A delegation of Lao educators from the Ministry of Education and Sport visited Preah Sisovath and Hun Sen Kampong Cham HS in mid-June 2022. The delegation included technical programmers from the Franks Family Foundation, which is funding the expansion of NGS to Lao PDR as well as officials from the Vientiane Office of Social Services. The MoES of Lao PDR has recognized the value of NGS Education Reforms in Cambodia and seeks to replicate the model by adapting it to the Lao context at a comprehensive secondary school on the outskirts of Vientiane. The visiting team of 5 persons including Mr. Simon Franks, Board Chairman of FFF met with school officials and NGS programmers to better understand the content and structure of New Generation Schools and will begin emplacement of the first New Generation School in Laos at Nong Duang HS starting at the end of 2022.



Promoting International Collaboration: Two representatives from the Ministry of Education and Sport in Laos (left) meet with Mr. Soeung Vann, Director of Hun Sen Kampong Cham New Generation School in Kampong Cham Province.

KAPE CONDUCTS OUTREACH WITH EDUCATION STAKEHOLDERS IN THAILAND TO BUILD AN INTERNATIONAL ALLIANCE IN SUPPORT OF NEW GENERATION SCHOOLS

In December 2022, KAPE organized a delegation of representatives from various KAPE programs to participate in exploratory discussions with potential partners in Thailand. The purpose of the visit was to determine interest in joining a planned NGS Network & Alliance that will be set up in 2023 as part of an international NGS Conference that will be organized with support from the Franks Family Foundation in 2023. KAPE was able to set up several key meetings including those with the Ministry of Education of the Royal Thai Government (which runs the World Class Schools Program), the Bright Group (which runs a training program that may be of use for NGS Laos), and MangoSTEEMS (which has been providing cutting-edge software to New Generation Schools. KAPE is hopeful that these connections will help to build an international advocacy network for educational innovation.



Building International Networks: KAPE delegation meets with the Ministry of Education of the Royal Thai Government to build a connection between New Generation Schools and the World Class School Program in Thailand.

SPECIAL NEWS AND INTERNATIONAL EVENTS

“Development through networking and outreach.”

KAPE REPRESENTATIVE INVITED BY BRITISH EMBASSY TO PANEL DISCUSSION ON THE FUTURE OF EDUCATION



Mr. Ul Run, Senior National Education Adviser, was invited by the British Embassy to participate in a panel discussion entitled, ‘Future Education Forum and Education Technology.’ This event was organised by the British Embassy in Phnom Penh and [BritCham Cambodia](#), aiming to promote British-Cambodia education partnership and to address the role of UK EdTech in Cambodia, especially after the pandemic. There were over 20 companies, decision makers, investors, principles and business development partners attending this forum. KAPE made many significant contributions based on its innovative programming in multiple programs.

Mr. Ul Run, KAPE Senior National Adviser (far left), participates in the Future Education Forum and Education Technology in Phnom Penh as part of KAPE advocacy for educational innovation in Cambodia

KAPE Receives Visit from Franks Family Foundation Chairperson

With the re-opening of Cambodia for travel, KAPE began a process of re-engagement with key partners such as the Franks Family Foundation, which plays a key role in helping the agency to develop and disseminate New Generation School programming. Mr.

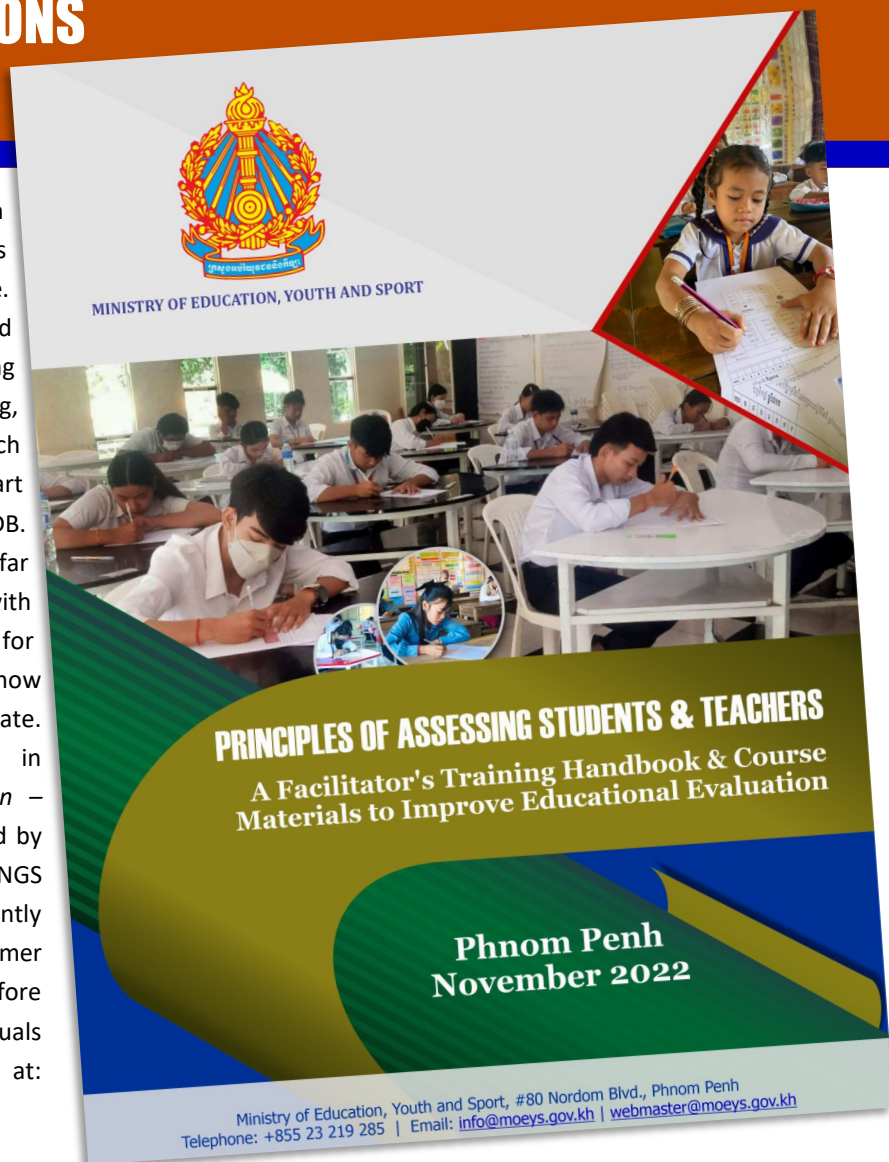


Simon Franks, Chairman of the FFF Board, was therefore able to visit Cambodia for the first time in more than two years due to Covid19 Pandemic closures. KAPE and FFF are now working more closely than ever to spread NGS programming to Lao PDR and set up an International New Generation School Foundation that will support NGS initiatives throughout the region. The Foundation also recently organized a study visit by counterparts in Lao PDR to visit Cambodia to learn more about how New Generation Schools work here. Similarly, the Foundation has also been facilitating visits by Cambodian partners to Laos to help advise on the set up of programming there. A major launch for the first New Generation School in Laos is planned for October 2023.

Mr. Simon Franks, FFF Board Chairperson, meets with NGS stakeholders at Preah Sisovath HS in Phnom Penh in June 2022.

NEW KAPE PUBLICATIONS

KAPE continued to be very productive during 2022 in terms of helping MoEYS to produce new publications that are both unique and highly innovative. Publication production during the current period focused on the development of Remedial Teaching Packages to address Learning Loss, M-learning, Educational Design, and a number of research publications. These documents were developed as part of the funding received from MoEYS, UNICEF, and ADB. Altogether, 7 new publications were completed so far this year (see Box below). Each manual comes with session plans for trainers as well as course materials for workshop participants. Altogether, KAPE has now produced 26 manuals and research publications to date. Several of the new publications were done in collaboration with the *Upper Secondary Education – Sector Development Program 2* or *USE-SDP2* (funded by the Asian Development Bank) with which the NGS Program now has a very close relationship. Recently developed publications will next go to MoEYS' Khmer Language Department for editing and review before being presented to the Minister for approval. All manuals can also be downloaded from the KAPE website at: <http://www.kapekh.org/en/publications-media/26/>.



KAPE Manuals and Publications

Previous Publications

1. School Architecture for a New Century
2. 21st Century Library Manual
3. Constructivist Learning Manual
4. A 21st Century Pedagogy Framework for Cambodia
5. Formative Teacher Support Framework
6. Student Assessment in the Classroom Manual
7. NGS Operational Policy Guidelines
8. New Generation Preschool Model Handbook
9. School-based Management Manual
10. Project Work Manual
11. Setting up Creative Writing Clubs
12. Setting up History Clubs
13. Setting up English Clubs
14. Setting up ASEAN Clubs
15. Setting up Drama Clubs
16. Setting up Film Clubs
17. Setting up Photography Clubs
18. Setting up Earth Science Clubs
19. Setting up STEM Clubs

New Publications in 2022

1. Remedial Learning Packages for Grades 1 to 6
2. M-Learning Guidelines for School Librarians
3. New Generation Schools in Cambodia: The Research Record
4. Principles of Assessing Students and Teachers: A Facilitator's Training Handbook to Improve Educational Evaluation
5. Progress with Reforming Secondary Education in Cambodia (in *Education in Cambodia: From Year Zero towards International Standards*)
6. New Education Design Framework: Creating Modern Learning Environments for Cambodian Secondary Schools
7. Operational Guidelines for Upper Secondary School Career Guidance and Counseling



TTO Import Export Co., Ltd

"Effective and Affordable Teaching Aids."

TTO Highlights

About Us

TTO is a local company promoting access to teaching and 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 the Ministry of Education, Youth and Sport (MoEYS).

TTO Printing House

TTO is the white, black and color photocopying and printing house where provides publishing services of books with good illumination used by the automatic printing machine.

TTO participated in displaying its teaching and learning aids during the Cambodian Book Fair at the National Library. It was a great opportunity for TTO to promote learning aids and advertised a special discount for its customers.



Printing

TTO recently also established a printing operation where educational printing orders are welcome.



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KAPE Programming by Technical Subsector

Over the years, KAPE has succeeded in diversifying its penetration of various technical subsectors, as per its strategic planning. The agency first invested primarily in only two subsectors, namely *Teacher Development* and *Inclusive Education*. While these two strategic subsectors remain KAPE’s most highly invested areas of expertise, they have been joined by eight other areas, as can be seen in the table below. This level of diversification harmonizes with KAPE’s Strategic Plan (2014-19), which has consistently called for increased technical diversification in KAPE’s programming. A new strategic Plan that took effect in 2020 continues these areas of strategic investment planning and formalizes several new areas such as Preschool Development, ICT in Education, and Covid19 Emergency Response.

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, 2022

KAPE Projects (2022)	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. ASEAN Digital Literacy Program	ADLP		✓						•		
2. Books for Cambodia (BfC)	BfC								✓		
3. Consortium for Sustainable Alternatives & Voice for Equitable Development	COSAVED		•	✓	✓	✓	✓		✓	✓	✓
4. Covid19 Response & Recovery Program	CERRP		✓	✓	•	✓			•	•	✓
5. Easy to Learn – Prey Veng	E2L-PV		✓	✓	✓	✓			✓	✓	✓
6. Easy to Learn – Prey Veng (Delayed)	E2L-Kr		✓	✓	✓	✓			✓	✓	✓
7. Enhancing Learning for Out of School Children	EQUAL		•	✓	✓	✓			✓	✓	✓
8. Fisherfolk Making Circular Economy Work	FOSTER		•	✓	✓	✓	✓		✓	✓	✓
9. Girls’ Education Initiative	GEI				✓					✓	✓
10. GPE3 Project Evaluation (EGRA Testing)	GPE3-PE				•	✓				•	
11. Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓	✓
12. Kampuchean Young Leaders’ Action	KYLA				✓					✓	
13. Khmer Digital Literacy Program	KDLP		✓		•					•	
14. Life Skills Learning for Adolescent Girls	LSLAG				✓					✓	
15. MoEYS Leadership Professional Development Program	MLPDP		✓		✓					•	
16. New Generation Pedagogical Research Center	NGPRC	✓	✓	✓	✓						✓
17. New Generation School Initiative (Primary Level)	NGS-P	✓	✓	✓	✓	✓		✓	✓	✓	✓
18. New Generation School Initiative (Secondary Level)	NGS-S	✓	✓	✓	✓			✓	✓	✓	✓
19. Reinforcing Education Access with Community Help	REACH IV			✓	✓	✓	✓		✓	✓	✓
20. Strengthening Education & Employment in Kampuchea	SEEK			✓	✓					✓	✓
21. Total Reading Approach for Children III	TRAC III		✓	✓	✓	✓	✓	✓	✓		✓
22. Upper Secondary Education-Sector Development Program 2	USE-SDP2		✓	✓				✓	✓	✓	
Total Projects Working in Each Sector		4	9	14	15	9	3	6	11	14	14

New Generation Schools Initiative (NGS)

'Public Schools with Private Standards'

Project Profile

Donor(s)	MoEYS; Franks Family Foundation
Direct Beneficiaries	5,543 Students (Secondary) 2,436 Students (Primary) 7,970 Students (Total)
Budget Received in FY2022	USD1.68 million
Unit Cost per Beneficiary	USD256 (Secondary) USD154 (Primary)
Provinces Covered	5 (Phnom Penh, Kg Cham, Kg Speu, Kandal, Svay Rieng)
Districts Covered	7
Target Secondary Schools	6
Target Primary Schools	4
Start Date	October 2015
End Date	Open-ended

Project Update

The New Generation School Program completed its 7th year of operation with funding support by MoEYS. In spite of the economic damage wrought by the Covid19 Pandemic, MoEYS has committed to an 8th year of funding for NGS programming in FY2023 at the same levels of funding as 2022. Happily, NGS programming has managed to avoid budget cuts unlike many other departments. In addition, Child Fund phased out its funding of two New Generation Schools in Svay Rieng Province, bringing to an end two 3-year cycles of investment. During 2022, schools formerly supported under Child Fund were integrated into the national NGS System bringing all New Generation Schools under one administrative roof. MoEYS also indicated its intention to bring Yukanthor HS in Phnom Penh into the NGS System in 2023 increasing the number of New Generation Schools to 11.

Milestone Events in 2022

- **Normalization:** New Generation Schools saw a rapid return to normal face-to-face learning with the decision of MoEYS to phase out Covid19 restrictions.
- **Declining Unit Costs:** Unit costs continued to decline during the year as parental support for programming increased dramatically.
- **Increase in NGS Accredited Schools:** The number of fully accredited New Generation Schools increased from 7 to 9 with new accreditations for Peam Chikong HS and Akhea Mahasei PS. Currently, 90% of New Generation Schools are accredited.
- **Inauguration of New Courses on Robotics:** With advocacy from KAPE, NGS has greatly expanded course work in Robotics and Artificial Intelligence through partnerships with Arduino and MangoSTEEMS. These pilots provide unique opportunities for learning that are not generally available in Cambodia, even in the private sector.
- **Planning for Sustainability and Parental Financing:** As NGS Programming prepares to enter its 8th year of implementation in 2023, it has put in place provisions to sustain as much of local programming as possible in order to reduce budgetary dependence on the government. At the present time, 90% of schools have now achieved local funding that exceeds 50% or more of operating costs.
- **Integration of School-based Management Principles into NGS Programming:** The NGS Team collaborated closely with KAPE Advisers working in the *Upper Secondary Education – Sector Development Program (USE-SDP2)* funded by the Asian Development Bank to create a School-based Management Training Manual. The Manual will be used in both NGS as well as USE-SDP2 sites. While NGS has been practicing SBM for many years, this is the first time that the program has been able to formally codify its SBM practices in the form of a manual.
- **Empirical Research:** Several new research articles on NGS appeared this year, helping to provide additional empirical validation of the effectiveness of NGS Reforms.

Program Rationale

New Generation Schools refer to an educational reform inaugurated by the MoEYS in 2015 to create 'autonomous' public schools with a mandate to innovate and improve educational quality. Access to high investment funds is contingent on high standards of governance and professionalism. This new development track seeks to move public schools to the next level so that they can achieve 'maximal' standards of education, especially in the STEM subjects. Under the new policy defining New Generation Schools, MoEYS has made a major commitment to make intensive investments in such schools under conditions that ensure high standards of good governance. With its system of strict accreditation requirements linked to on-going investment, the new policy incentivizes schools to adhere to high standards of education.

Key Activities in 2022

- **Introduction of Robotics Courses in All New Generation Schools:** A large number of teachers in all schools have been trained in teaching robotics & programming language to secondary school students starting. Such developments help bring Cambodia's education system into the 21st Century.
- **Teacher Mentoring:** The roll-out of school-based mentoring continued to accelerate in 2022 with a total of 41 mentors now allocated to the NGS System or approximately 4.1 mentors per school.
- **Manual Development:** NGS Staff have continued to focus heavily on the development of new technical manuals on key topics such as 21st Century Libraries, Modern School Architecture, Constructivist Learning, Student Assessment, etc. In all, **19 manuals** are now ready for publication.
- **Release of New Publications about NGS:** KAPE developed an anthology of research articles that validate the impact of NGS on Cambodian education.
- **Accreditation:** The NGS Central Office has moved to create a new NGS Accreditation Office within the NGS System to accommodate the expanded scope of accreditation activities.
- **Enhanced Life Skills Instruction:** The New Generation School System placed prioritized investments in life skills education and student counseling.
- **Collaboration with Lao PDR:** In close collaboration with its partner, the Franks Family Foundation, KAPE has been providing technical support to a new initiative to expand New Generation Schools into Laos.

New Publications on Student Subject Clubs: New NGS Publications on setting up Student Subject Clubs have been revised and are ready for publication. Sample topics include Creative Writing Clubs, History Clubs, Photography Clubs, and many more. These publications will have knock-on effects well beyond the schools in the New Generation School System. ↓



↑ **History Club Project:** A student at Prek Leap HS recreates an inscription from an Angkorian Temple. History Club work helps students better understand the ancient past and create learning aids for other students



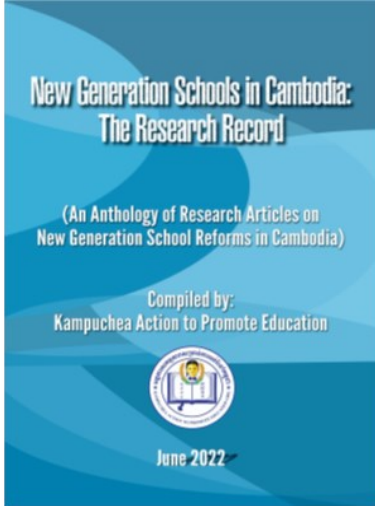
← **Robotics Class:** Students use tablets to study Robotics in Kampong Cham.

Key NGS Achievements

New Generation Schools continued to provide strong outputs with regards to a very diverse set of metrics that goes beyond just test scores. Over a thousand students received gold, silver, and bronze medals in 2022 while schools demonstrated high rates of transition to university and low rates of dropout. Such results help to justify the high investment.

Key Metrics for New Generation Secondary School Performance (2021-22)

Metric	NGS	National
1. Bac II Examination Pass Rate (among Science Students)	82%	72%
2. Students with A, B, or C Bac II Pass:	43%	22%
3. Transition to University:	78%	13.69%*
4. Students Receiving Medals/Awards:	1,24	n/a
5. Students studying ICT 3 hrs/week or more:	100	0%
6. Dropout Rate:	1.08 %	LSS: 16.6% USS: 18.5%
7. Secondary Schools Accredited:	90%	n/a
8. Secondary School Teachers with 4-Year Degrees or Higher:	90%	43%
9. Teachers Completing Career Path Plans:	100	n/a
Gross Enrolment (Tertiary) Sources: MoEYS, 2021; EMIS, 2020; World Bank, 2018		



Empirical Research on NGS

The success of New Generation Schools has stimulated significant interest in this initiative by the research community. About 11 research articles from technical journals and other publications have so far been published about the NGS Experiment. This year, KAPE compiled these into an anthology for easy reference.



Award Ceremony in New Auditorium at Prek Leap HS: New Generation Schools provide state of the art facilities for Cambodian students to study in. A new auditorium at Prek Leap HS was just completed in time for an awards ceremony to mark the completion of the school's Great Books Program.

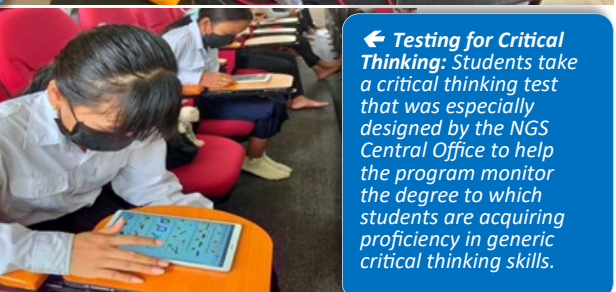
Unique Educational Practices: NGS students and their teachers in Prek Leap HS organized a Book Reading Contest to read as many books as possible during the school year and report back on each.



Awards Galore: Students at schools in the NGS System received about 750 medals and awards in 2022. Here are some examples of students at Sisovath HS (top and left) and Hun Sen Kampong Cham HS (below) who proudly display their medals and certificates



Increasing the Relevance of Education: Young girls in an Electronics Club learn about the interface between coding and electronic devices →



Testing for Critical Thinking: Students take a critical thinking test that was especially designed by the NGS Central Office to help the program monitor the degree to which students are acquiring proficiency in generic critical thinking skills.

New Generation Pedagogical Research Center (NGPRC)

'Empowering educators with ethical and evidence-based practices'

Project Profile

Donor(s)	Ministry of Education, Youth and Sport (MoEYS)
Direct Beneficiaries	25 student-mentors
Budget Received in FY2022	USD163,582.53
Unit Cost per Beneficiary	USD6,543 per Master Degree Candidate
Provinces Covered	National Allocation of Mentors
Districts Covered	Not Applicable
Target	Tertiary Education
Start Date	September 01, 2019
End Date:	Open-ended

Curriculum Framework

The NGPRC offers a master's degree in Mentoring to competitively chosen teachers who are already excellent practitioners. Degree candidates study a unique curriculum framework that features **4 Modular Streams** comprising a total of 30 modules and 89 subtopics. Students study the modular program for 9 months followed by a 3-month practicum where they practice Mentoring Techniques using the latest educational software. The course is designed to be cutting-edge and includes many high-tech features to bring Cambodia's education system into the 21st Century. The program also includes one extra-curricular, Soft Skills and Leadership Club. The modular program comprises 4 Curricular Streams as follows:

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



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

Program Rationale

Purpose: The Ministry of Education, Youth, & Sport 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 NGPRC seeks to conduct research that will better inform efforts to train teachers who are already strong in their practice of teaching to understand how to mentor other teachers in a way that is effective and non-threatening.

Key Activities

- NGPRC has been empowered by MoEYS to confer a Master's Degree of Education in Mentoring upon graduates who successfully complete a one-year course of study. The course is 'intensive' and comprises 30 modules of 1 credit each plus a mini-thesis of 6 credits and a 3-month practicum of 10 credits. In 2022 as the pandemic ended, the Center returned to normalized operation with face-to-face classes and moved the practicum from an online format to the physical classroom observation in both public and private schools (NGS, Secondary Resource School, and Sovanaphumi Schools).
- The Center has also undertaken research in various topics to ensure that the degree program reflects the latest trends in educational development. The Center received a \$15,000 grant from *The Asia Foundation* to evaluate mentoring practices in Cambodia in 2019. Also, the Center is cooperating with Texas A&M University, USA, to conduct various Action Research activities that will contribute towards a book chapter in planned professional publications.
- The Center has moved quickly to become a major asset of the National Institute of Education of which it is a part by helping the Institute to conduct a situational analysis for reforming its demonstration schools, supporting in the revision of the master's degree curricula, and reforming the research department.

Project Impact

- **Pioneering the Seminar Format in Higher Education:** All degree candidates study in a seminar format with not more than 13 students per class. Discussions, group work, and frequent presentations are important features of the course, which is unusual for tertiary level work in Cambodia.
- **Integrating ICT tools for mentoring:** All trainees are equipped and trained to use ICTs tools for education including Google Classroom, Zoom Meeting, Google Meet, *Observic*, Wolfram, etc. to assist and help teachers both offline and online.
- **Pioneering School-based Mentoring:** The Center has been pioneering a new approach to teacher development by creating a framework to support school-based mentoring. NGPRC has worked with MoEYS to post 56 school-based mentors to the New Generation School (41 mentors) and Secondary Resource Schools (15 mentors).
- **Research Opportunities:** Degree Candidates also have the opportunity to work as research assistants for various research projects received by the Center.
- **Posting Mentors to Multiple Institutions:** As of the end of 2022, the Center has awarded 82 Master's Degrees to successful candidates. Over the last three years, 41 of these have been posted to NGS institutions while 26 individuals have been posted to Teacher Training Institutions and another 15 mentors have been placed in a school-based mentoring pilot supported by the Upper Secondary Education – Sector Development Program, funded by ADB.
- **Recruiting Degree Candidates for the 4th Intake:** A new intake of 25 candidates was completed during the fourth year of Center operation in 2022.
- **On-going Support of Mentors:** NGPRC provides on-going support for posted mentors through the establishment of the Cambodian Association for Mentoring (CAM). CAM acts as a Professional Learning Community for Mentors.

Project Update

- NGPRC selected 25 candidates in 2022 with backgrounds in four different specialties: English, Social Science, Natural Science, and Primary Education.
- Hosting the
- Moving from a Virtual Mentoring Practicum to a physical one in three different contexts (NGS, SRS, and Private schools).
- At the same time, the Master's Degree Syllabus has been revised for the 3rd time to better meet the needs of degree candidates, especially to align with the NGS Curriculum. This reflects the evolving and dynamic nature of learning in the program.
- New professional partnerships have been formed with such international partners as Texas A&M University and Arizona State University.
- Assisting and supporting the reform process at NIE including support to the Institute's Practice Schools, master degree curriculum revision, and supporting the Research Department.



Final Members of the 4th Cohort of Mentors who are the final candidates chosen among 154 applicants.



The 4th Intake of degree candidates participate in a team building activity as part of their membership in the Soft Skills & Leadership Club.

Snapshot



The Official Graduation Ceremony for Mentors from the 1st and 2nd Cohorts on June 09, 2022; under the Presidency of H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport.



The Mentoring Practicum Orientation (3rd Intake) at NGS Prek Leap High School, a Secondary Resource School and Sovannaphumi Schools.



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



Opening remarks by H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, & Sport to say farewell to the 3rd Cohort of mentors and welcome the 4th candidate intake to the Center.

Happy Cambodian Children (HCC) Project

“Developing High Quality Education Models for Remote and Rural Schools.”

Project Profile

Donor	Kinchan Foundation
Direct Beneficiaries	13,440 (girls: 6,544)
Pre-School	79 (38 Girls) (41 boys)
Primary Level	13,361 (Girls: 6506)
Budget Received in FY2022	USD544,485.89
Unit Cost per Beneficiary	USD40.51
Provinces Covered	5 (Siem Reap, Kampong Cham, Ratanakiri, Kratie, Tbuang Khmum)
Districts Covered	13 (Varin, Kralanh, Kampong Siem, Memot, Ponhea Krek, Dambae, Snuol, Chetborey, Sambo, Oyadav, Barkeo, Lumpat, Or Chum)
Primary Schools Assisted	41
Cycle 1 Schools	12
Cycle 2 Schools	13
Cycle 2 Schools	16
Preschools	1
Start Date	August 01, 2018
End Date	Open-ended

Project Update

Because of the rapidly changing conditions of school operation during 2021 and 2022, KAPE developed two discrete investment proposals for the implementation year (August to July) because it was so difficult to predict programmatic needs during the period. One proposal covered the period August to December 2021 (Phase 1) while another proposal covered the period January to July 2022 (Phase 2). While Phase 1 programming focused heavily on remedial interventions, Phase 2 (which was implemented in 2022) focused on the period of normalization that followed though it was nevertheless necessary to focus heavily on the problem of ‘Learning Loss’ that occurred, because of the Covid19 Pandemic. When schools reopened in January 2022, the first 2 to 3 months of the school year had to focus on reviewing the previous year’s curriculum as most children were not ready for the new grade in which they found themselves. MoEYS’ decision to devote a large part of the school year to curricular review greatly reduced the amount of time left for the new curricular material that children had to master. Thus, this year’s implementation was fraught with significant challenges, though there was no recurrence of school closures during the 2022 school year.

As things return to normal, the project is again focusing on an expansion in programming. It is expected that the number of supported schools will increase from 41 to 50 in 2023 and school surveys are already currently in planning.

Key Activities

- **Support pre-school activities in one site for Hanchey Commune:** The project supported high quality preschool services in one community school including school snacks, teacher training, and enrollment campaigns.
- **Library upgrading activities:** The project upgraded 28 libraries to emulate KAPE’s 21st Century Library standards leading to the emplacement of attractive reading and study facilities.
- **Contract Teacher Capacity-building:** The project has hired two full-time mentors to provide intensive support to Contract Teachers to improve their pedagogical practices.
- **Following Up School Grant Utilization:** Over 20 schools received open-ended grants to program by themselves, thereby promoting stakeholder-driven development.
- **Update on the Emplacement of School Caretakers:** Commune Councils committed to paying school caretakers to ensure that large

Main Goals

1. Access to education (especially for girls and vulnerable children) improves in target locations;
2. School effectiveness (i.e., quality of education) improves through the development and practice of Child Friendly School approaches in and out of the classroom in a way that is relevant to the needs of vulnerable children, especially girls;
3. Children’s Reading and Mathematics abilities improve from baseline, especially in the early grades (Grades 1-3);
4. The management capacity of local partners to administer development assistance increases in a way that enhances educational access and quality as well as community outreach.
5. To increase the availability of preschool services of quality in Hanchey Commune.

Snapshots

Continuous Professional Development activities get under way at Teuk Chreuv PS in Tbaung Khmum Province. →



MoEYS Officially Recognizes the Contribution of the Kinchan Foundation to Cambodian Education: In October 2022, H.E. Hang Chuon Naron, Minister of Education, Youth, and Sport conferred the highest award of the Ministry on Mr. Hartmut Giesecke for his efforts to provide funding resources to the HCC Project. Since 2018, HCC has invested over \$5 million into Cambodian schools through national development partners like KAPE and Krousar Yoeung.

investments in school infrastructure can be sustained.

- **Administration of external Early Grade Reading Assessments (EGRA)** at baseline and midline to monitor impact on learning outcomes.
- **Classroom Enhancement** including the provision of teaching & learning aids as well as training on how to use them effectively.
- **School Management & Leadership Training:** School directors received continuous support to help them to innovate and work more closely with local communities.
- **Continuous Professional Development:** PDC is now supported through direct investment as a pilot in 5 schools based on MoEYS Policy.
- **School Infrastructure Upgrading:** Upgrading of infrastructure continued with a focus on libraries and improvements to Cycle 1 schools to bring them up to the same standards as later school cycles.
- **Children Council Implementation:** Children’s Councils receive cash grants to increase their ownership of the school and engagement in management.

Project Impact

The HCC Project has steadily grown in size and is now KAPE's second largest project after New Generation Schools. Since it started in 2018, KAPE has received almost \$3 million from the Kinchan Foundation to upgrade schools in remote and rural locations using an integrated project design developed by KAPE known as 'Easy to Learn.' The project has registered success on many fronts including improvements in Diagnostic Testing results in the wake of Covid19 school closures as well as sustained community support. One of the most interesting accomplishments of the project has been its successful efforts to link investment with a long-term commitment from Commune Councils to actually fund the salaries of permanent school caretakers who maintain the significant investments made HCC in upgraded school infrastructure. The project has recently gained the attention of the Ministry of Education, Youth, & Sport leading to a Recognition Award by the Minister himself (see above).

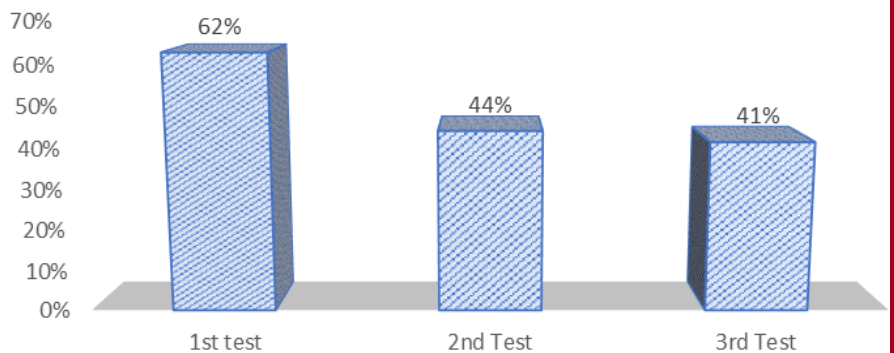


A Children's Council joins the consultation workshop for School Improvement Planning at Tar Tatoeung Primary School.

Reducing Learning Loss:

Using funding from UNICEF, KAPE developed a comprehensive set of Diagnostic Tests that are now used nationally to assess learning loss and its diminution following the implementation of remedial packages. The HCC Project administered Diagnostic Tests to over 17,000 children in 2022 to monitor improvements in learning. Between the First and Third Test Administrations, the percentage of children who could not demonstrate minimum competency in Khmer and Math at grade level had dropped from 62% to 41%. This demonstrates major improvements but considerably more work is needed.

DIAGNOSTIC TESTING (REDUCTION IN LEARNING LOSS)



← Peer tutors from Grade 6 help Grade 2 children in Kor Nhung Senchey Primary School

21st Century Library facilities in rural schools help to set HCC schools apart from others schools and establish a new standard for educational quality in rural areas. →



← Preschool students at Hanchey in Kampong Cham wash their hands after playing in the playground and before they have a snack.

Teachers learn how to use technology in learning as part of CPD. →



Inclusive Education Program (IEP)

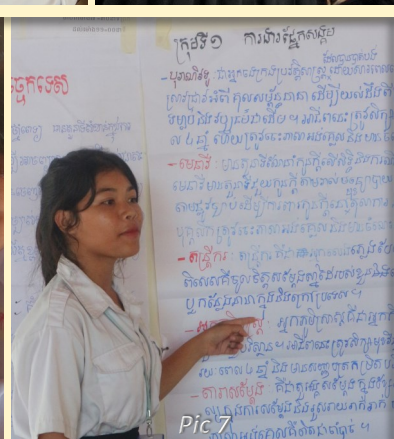
“Inclusive Education: Promoting the right to an education among underserved groups.”

KAPE has consolidated some of its smaller and medium-sized projects into one umbrella program called Inclusive Education Program (IEP). Its main goal is to increase access to education, especially for girls, minorities and other vulnerable and marginalized children/youth. IEP assists children and youth at multiple levels from secondary school through to tertiary, vocational, and professional training levels. There are two different projects including Girls' Education Initiative project (GEI) and Kampuchean Young Leaders' Action (KYLA) under IEP program. Due to a lack of funding, the number of projects in IEP is now dwindling and 2022 will likely be the last year of IEP programming

	Girls' Education Initiative (GEI)	Kampuchean Young Leaders' Action (KYLA)
Donors	Lotus Outreach International	The Oak Tree Foundation
Direct Beneficiaries	100	6,000
Budget Received in FY2021	USD44,805.58	USD47,603.54
Unit Cost per Beneficiary	USD448.06	USD7.93
Provinces Covered	Kampong Cham, Tbong Khmum	2 provinces (Kampong Cham and Tbong Khmum)
Districts Covered	2	7
Target Secondary Schools	5	7
Vocational Colleges/Universities	Not Applicable	1
Start Date (Under the Current Donor)	01 October 2019	01 Feb2022
End Date	30 August 2022	31 Dec 2022

IEP interventions assist vulnerable Cambodian youth to access opportunities for secondary and post-secondary education. These educational opportunities provide them with the skills needed to prosper in the 21st Century. IEP provides support to both young men and women but places a high priority on young women from vulnerable backgrounds. The pictures below provide a sampling of some of the activities that the various IEP projects support.

From left to right: Training Activity on Who Am I? (Pic 1-3), Activity of Public Speaking Training (Pic 4-5&9), Activity of Career Counseling Training (Pic 6-8) and Scholarship Distribution Ceremony with a scholar's remark (Pic 10-11).



Girls' Education Initiative (GEI)

"Reaching Out to the Disadvantaged through Education."

Goal

100 vulnerable girls



5 schools



Project Update

The "Girls' Education Initiative" (GEI) is KAPE's oldest, continuously operating project and currently supports 100 girls who started support at Grade 7. GEI began operating in 2000 and has been providing support to thousands of young girls over the years. After 22 years of operation, this will be last year of the GEI Project. The GEI Project struggled for the first two years of its operation due to Covid19. In 2022, however, programming has returned to normal following the normalization of the education system and the end of school closures.

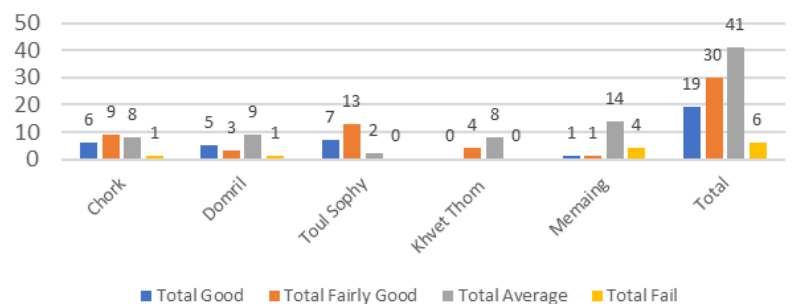
Key Activities

- 100 scholarship packages distributed (school uniforms, school bags, shoes, study materials, etc.)
- 15 hours of supplementary learning per week over six months in Khmer, Math & English in preparation for the national examination.
- Monthly Meetings with beneficiaries for trouble shooting.
- Parental Meetings to encourage students to be at school
- Stakeholder Meetings for monitoring purposes (e.g., DoE, Director, School Directors, Commune Councils)
- Training on self-actualization: "Who Am I?"
- Training on "Public speaking."
- Career Counseling for all beneficiaries.
- Reading Clubs to reinforce learning.

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

The **Immediate Objective** is to ensure that 100 vulnerable girls enrolled at lower secondary school level (Grades 7-9) have more life options in their future planning.

National Diploma Examination Result in November 2022



A total of 90 scholars passed the National Diploma Examination with 19 scoring 'good,' 30 scoring fairly good, and 41 average. However, six scholars failed, and another 4 scholars dropped out.

Soft Skill Training

Who Am I?

- GEI provided a one-day soft skill training on "Who Am I?" to 85 girl scholars at the five target schools.
- The scholars received a warm welcome and understood the objective definition of "Who Am I?" and were divided in group discussions to their needs and thoughts.
- They knew their name, character, family condition, strength, or weakness and learned how to change themselves positively.
- They have become aware of controlling and developing themselves since the past.
- About 60-70% of them understood of who they were.

Public speaking

- GEI provided public speaking training to its scholars in Tbaung Khmum and Kampong Cham Provinces.
- A total of 99 girls who attended the workshop understood the definition of public speaking and how to become excellent public speaker.
- All scholars were divided into groups to discuss about public speaking and learned much of how advantageous Public Speaking is.
- 42 students produced three-minute videos with 14 different topics of that they liked.

Career Counseling & the Trey Visay App

- GEI provided on Career Counselling Workshop on Trey Visay app developed by KAPE to provide opportunities through e-counselling.
- There were 94 scholars and 6 LSMC members/School directors) attending the training at the 5 commune halls.
- The training was aiming to help students better understand how to plan for a career.
- 92 scholars downloaded the Trey Visay app to better understand its 6 main features related to job evaluation, self-assessment, researching education institutions, kind of job, career videos, and using the job center.

Parent Meeting

In November, the project conducted a parent meeting in all schools. A total of 127 (117 Females) participants joined these meetings including parents, scholars, directors, LSMC members, and NGO partners. The objectives of the meeting were to provide information about the project's closure, evaluate parents, and counselling on a career.

A parent representative said, "I am grateful for the support my child received for three years. My situation is immensely struggling, especially during the covid-19. However, I commit to sending my daughter to upper secondary school. I hope she can achieve her goal."

The GEI project works with NGO partners who support vocational training for vulnerable youths. The project counselled students who cannot continue their studies in high school to consider joining a vocational training program. Lastly, KAPE expressed its appreciation for the strong collaboration with directors, LSMCs, and teachers who worked hard for three years to support students.

Case Study



Sonita is a young girl aged 14 who lives in an old house with 4 household members. Her friends call her Nita for short. She always rides a bicycle provided by GEI to school, which is about 4 km from home. Her parents grow vegetables at home and sell them every day in the village. They earn only a little money to spend on their daily life.

Nita received a scholarship package for 3 years, including uniforms, school bags, shoes, books, pens, study materials, water bottles, and a stipend. She also attended supplementary classes to help her pass the National Examination.

Nita ranked in the top 5 in her class for three years. At school, she often helps teach her friends do Math. **She is a kind and lovely student and an outstanding, hardworking, and helpful friend. As a result, she received a good result on the National Exam.** In her free time, Nita likes reading English books because she wants to improve her speaking skills and be an English teacher.

Kampuchea Young Leaders' Action (KYLA)

"Empowering youth to be leaders in their communities"

Main Goal

- **Goal 1:** To increase the opportunities for young people to fulfil their potential by empowering youth-led groups to share their knowledge and advocate for influence that will benefit youth at multiple levels of society, including educational institutions, local government, and in society in general.
- **Goal 2:** Children and Youth achieve better access to inclusive education in a way that improves their employability skills.

Project Update

The Kampuchea Young Leaders' Action (KYLA) Project completed its 4th year (after a one-year extension in 2022) with funding from the Oaktree Foundation. The project is implemented in Kampong Cham and Tbong Khmum Provinces with a long-term goal of increasing opportunities for young people to realize their full potential to be productive citizens. KYLA hopes eventually to become a registered organization so there is a need to strengthen its internal processes, so it can be more independent from KAPE.

Key Activities

- Build internal systems associated with organizational autonomy and improve internal policies, procedures, marketing, and social media networks.
- Conduct Leadership Training, including public speaking communication skills & self-awareness.
- Online Workshops on writing grant proposals, Digital Marketing, and Basic M&E, facilitated by the Oaktree Foundation.
- Organizing Students' youth marches event
- Provide Scholarship Awards to vulnerable students for tertiary education.
- Participatory Research Unit (Employment and unemployment).
- Provide Career Counseling to high school youth.
- Organize Advocacy Training and Campaigns.
- Youth Job Fair. (Guest speaker for employment and education).

In the 2021-22 academic year, the KYLA team made announcements to recruit new volunteer students at seven different high schools. 107 young people (71 girls) were recruited this year. They will benefit from KYLA in multiple ways, such as: attending Leadership Training Workshops & Participatory Action Research Activities, as well as helping to facilitate Special Events in their schools and communities.

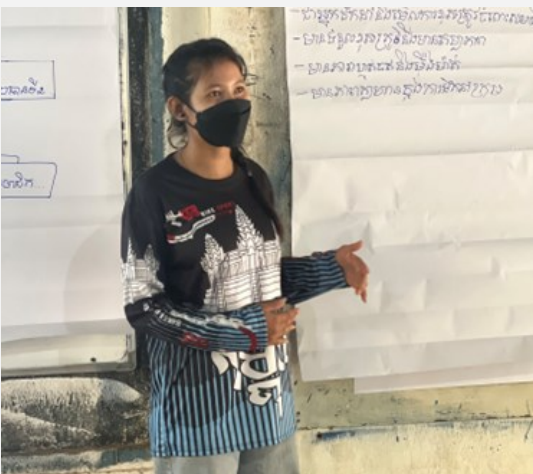
School Name	Volunteer Students in 2020		Volunteer Students Recruited in 2021		Volunteer Students Recruited in 2022	
	Total	Female	Total	Female	Total	Female
1. Hun Sen Ponhea Krek JS	46	30	15	13	15	10
2. Bunrani Hun Sen Mean Chey HS	36	30	15	7	15	10
3. Hun Sen Pheam Chilang HS	0	0	15	12	15	11
4. Dey Dos high school	18	14	15	8	15	10
5. Bunrani Hun Sen Veal Toch HS	38	27	15	10	15	10
6. Hun Sen Mean Chey HS	59	51	15	10	15	10
7. Decho Hun Sen Kampong Treas HS	0	0	17	10	17	10
Total	197	152	107	70	107	71
Grand Total	481 (All)		188 (Male)		293 (Female)	

Project Impact

The KYLA Project has created a mature institutional framework for Cambodian youth to help each other. This successful institution-building enables youth to access special opportunities for growth in such areas as Public Speaking, Debating, and Career Counseling. Members of the KYLA network who are employed make annual donations to the KYLA Secretariat, which can then channel these resources to help other Cambodian youth to receive scholarship support for their future studies. With the completion of funding by the Oaktree Foundation and under the continued stewardship of KAPE, it is hoped that KYLA can register itself as a free-standing association that can continue to provide Cambodian youth with an institutional network through which to help each other. Some examples of the promotional networking developed by KYLA leaders over the years can be accessed through the following links: <https://youtu.be/dRjGVVptZT8>.

Leadership Training

Between April and July, KYLA teams conducted various training workshops for youth in target areas on topics such as Public Speaking. These workshops were organized as face-to-face events. Altogether, facilitators reported a total of 121 participants (71 girls) in these events. As a result of these workshops, participants reported feeling more confident in expressing views on various topics, communicating effectively, thinking critically, and speaking in public.



In addition, students are individuals who will use academic leadership after graduation from high school, so they must develop desirable and appropriate forms of behavior, traits, and skills to match their social and educational status. As such, they should be an example of well-developed and balanced individuals with virtues and qualities expected from individuals with their leadership. They can apply all these lessons in their daily life to solve their problems or some factors they face in real life.

Basic Advocacy & Campaigning

In July, the KYLA team conducted a workshop at a SEEK center in Kampong Cham and Tbaung Khmum Provinces. These are special centers for counseling set up by the SEEK Project funded by EU. A total of 121 youth participated in these workshops of whom 65 girls were volunteer students. The object of the workshop was to motivate youth to do advocacy to develop their communities, identify advocacy strategies, and determine specific roles and duties to implement these strategies. The workshop was well-received by participants and many indicated that they will disseminate what they learned to their friends and families. The students also planned to organize a campaign within

their communities to share the results of an action research project that they agreed to undertake entitled, “Barriers to youth employability and access to economic resources”.

In addition, workshop participants did a door-to-door campaign involving about 2,589 households, especially the student volunteers, who shared the Participatory Research results and disseminated the information to their villages.

After these workshops, the students had learned a great deal and will use these experiences to improve both their lives and communities.



Promoting Career Planning

In January 2022, the KYLA project team conducted workshops on Career Counselling and the Trey Visay app for school deputies/directors and teachers in charge of career counseling in 15 target high schools in Kampong Cham and Tboung Khmum Provinces. A total of 30 participants attended the workshops, but only 3 of them were female.

After the workshop, 15 out of 15 career counselors conducted ‘echo’ workshops to disseminate key information. These follow-up workshops reached 3,158 students (1,806 girls) from Grades 7 to 12. First, career counselors shared the goals of the KYLA Project to students and explained to them how the project was being implemented in their schools. Secondly, they asked a question to students: **“What do you want to be in the future? What do you want to study? Why?”** The students wrote down examples of jobs and universities that they were interested in pursuing as a means to get to know each other. Facilitators used this information to lead a guided discussion in the large group about how students had set these goals and how they intended to achieve them. This session plan technique provided an excellent opportunity for students to explore how they can more effectively set career goals and pursue them through concrete steps.

At the end of the workshop, 90% of those attending the training said that they better understood the concept of career planning and job placement according to post-test results. Moreover, teachers and students acknowledged that the Trey Visay app was a valuable tool for Career planning, identification of personalization, finding job placement services, and identifying suitable tertiary institutions to attend for future studies. By the end of 2022, 3,220 students who attended workshops had downloaded the Trey Visay app onto their phones, and 98% of them said that they found it helpful. In all, MoEYS has reported that over 50,000 youth have downloaded the Trey Visay app, since it was first approved and adopted by the Ministry.



↑ **‘Echo Workshops’** on ‘career planning’ in KAPE target areas are organized by KYLA and school-based career counselors. Such workshops provide an important service to Cambodia’s most precious resource: Youth. The workshops also helped to disseminate information about the Trey Visay e-counseling app and promote its utilization by even more youth.

An Exemplary KYLA Volunteer

Hello! My name is Saroun Sreyda. I’m 17 years old and live in Morndob Krom Village of Mean Chey Commune, which is located in Srey Santhor District in Kampong Cham Province. You can find me on my Facebook account: “ស្រីឆ្លាត”. I’m a volunteer student of the KYLA Project. I am a student at Hun Sen Mean Chey HS. I like this project because it provides suitable lessons to youth, encouraging them to be brave, get along well with others, achieve what they want to do in life, and have confidence. In the future, I want to be a teacher. Participating in KYLA has really changed my life and increased my awareness about my own personal development. Before I received training from KYLA, I had very low awareness about my potential future and the opportunities around me. But after I was trained in the project for almost a year, it changed me into a stronger, more friendly person, with the courage to do something in public and to dare to argue against things that are bad for society such as dropping out of school or only thinking in the short-term. In addition, I helped share new experiences with my classmates so that they could better understand how this project could also help them. The KYLA Project has taught me about how to make personal plans, do advocacy for social improvements in my community, speak in public, and undertake door-to-door campaigns. Therefore, the best benefits that I received from this project are that I can apply new skills to my personal development and share them with my friends or those around me to make our country rich by having strong human resources.



↑ **A Model Volunteer:** Sreyda shares some of the learning experiences that she had about personal development as a result of working as a volunteer with the KYLA Project.

Strengthening Education & Employability in Kampuchea (SEEK)

“Using multi-sectoral approaches to improve the education and employment of youth.”

Project Profile

Donor	European Union
Direct Beneficiaries	14,569 (7,981 female)
Budget received in FY2022	USD488,607
Unit cost per beneficiary	USD34
Provinces Covered	Kampong Cham, Tbaung Khmum and Kg Chhnang
Districts Covered	12
Target Secondary Schools	15
Target Primary Schools	50
Start Date	Jan 2020
End Date	Dec 2022

Project Update

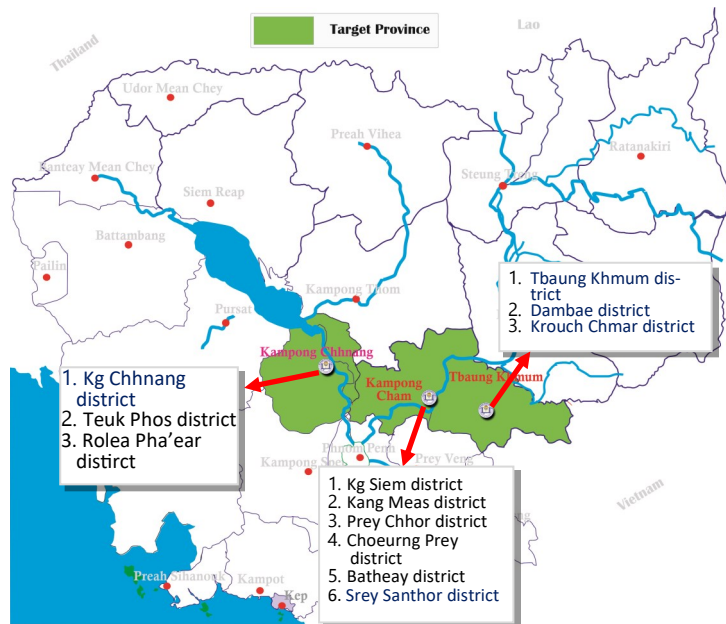
The SEEK Project came to an end in December 2022, after 3 years of implementation. In spite of major challenges posed by Covid19, the project achieved significant results, which enabled school directors and teachers in 50 primary schools and 15 secondary schools to effectively manage scholarships for vulnerable students and organize life skills and remedial adaptive learning activities to increase students' learning outcomes.

In addition, SEEK centers established by the project provided critical resources to promote the social and economic rights of students at risk of dropout, especially young women in Cham communities. This was achieved through improved access to inclusive education of quality, vocational training, better networking and advocacy in education, counselling for decent employment, and empowerment of development actors for community-based solutions.

Project Overview

The primary goal of the SEEK Project focused on SDG 4 and 8 with planned improvements in social and economic rights toward quality inclusive education through increased enrolment, reduced dropout, access to life skills and remedial adaptive learning. In addition, the project was designed with a particular attention to young women from the Cham ethnic minority in 3 provinces, namely Kampong Chhnang, Tbaung Khmum, and Kampong Cham.

This EU co-funded project was implemented in partnership with WeWorld-GVC (WW), Buddhism for Social Development Action (BSDA), and the Youth Council of Cambodia (YCC) as well as Kampuchea Action to Promote Education (KAPE), which is the prime contractor. The project ran from January 2020 to December 2022.



Number of Schools and Districts in Target Provinces

Kampong Cham:	20 PS	5 USS	6 districts
Tboung Khmum:	15 PS	7 USS	4 districts
Kampong Chhnang:	15 PS	3 L/USS	3 districts
Total:	50 PS	15 L/USS	13 district

Note: PS: Primary School, L/USS: Lower/Upper Secondary School

Key Impacts

- **Decrease in Dropout Rates:** There was a decrease in dropout from 11% to 5% in target lower secondary schools.
- **Improvement in Basic Literacy and Numeracy:** Students transitioning from Grade 6 to 7 demonstrated improved literacy and numeracy (51% to 54%).
- **Improved Access to Decent Employment:** The rate of satisfaction with opportunities for decent employment among students in Grades 9 and 12 increased from **70% to 89%**, based on opinion surveys from baseline to endline.

CASE STUDY

“I’m so excited to get the scholarship as my dream is to remain in school. Without the scholarship, I will not be able to be in school because my family is too poor and facing many problems,” Mao Sreymom, 15, from a target primary school, said.



A parent and her daughter receive a scholarship package at Kampong Treas High School.

Key activities

- ❑ Catch-up courses at Upper Primary to Ensure Adequate Literacy and Numeracy Skills to Transition to Secondary School
- ❑ Early Warning Systems at Schools to Prevent Dropout
- ❑ Link Life Skills Education in Schools with Income Generation Activities among Families
- ❑ Grants for Families of Vulnerable Students for Income Generation
- ❑ Secondary School Scholarships for Youth at Risk
- ❑ Life Skills In Schools Using over 30 Manuals Developed by Civil Society Including Safe Migration
- ❑ Create an Enabling Environment for the Use of a New E-Counselling App



A parent and her daughter receive a scholarship package at Kampong Treas High School.

Case Study: Ms. Ban Socheata, aged 14, is a student studying in grade 8 at Kchao HS. Socheata attended the life skills class on drug abuse prevention for a three-month period with a total of 18 students. *"I gained better knowledge of the dangers of drugs to protect myself from this harm. In addition, I feel more confident when I conduct role plays on drug addiction that may affect my life and those of others. I enjoy learning life skill activities that engage me in everyday life, which I learn to share, help, and support others. In the future, I want to be a teacher and I like educating people, especially, kids and youth in my community,"* Socheata said.

Key Performance Indicators

- **411** teachers attended accelerated learning activities, life skills training, scholarship management, or career orientation training. (Target: 340).
- **60** target schools have an operational Early Warning System in place according to a standardized tool and checklist. (Target: 59)
- **11** School Councils at Secondary School level referred 247 at-risk students including 60 girls. (Target: 10 schools)
- **1,125 (412 girls)** at-risk students were identified by the Early Warning System and remained enrolled. (Target: 975)
- **5,872** students in 15 target secondary schools reported having received career counseling training support. (Target: 3,600)
- **197 of 225** vulnerable students receiving scholarship support at secondary school level remained enrolled in 2022. (Target: 190)
- **202** at-risk students who received a Covid-19 relief package remained enrolled. (Target: 195)
- **4,344** (including 2,205 girls) students attended life skill activities at 62 schools.

Long-term impacts

- Early Warning System will stay active
- Remedial Adaptive Learning program in continuous use
- Life skills (soft skills training as social and technical life skills) introduced and continuing
- Career counselling => Trey Visay app introduced and continuing
- SEEK centers located in schools. The counselor will be maintaining and providing services to students continuously
- Schools engage Self-Help Groups (SHG) and villages/communities to inform youth about accessing SEEK centers
- Communes and villages advocate or provide awareness to local business owners to provide a decent employment to youth whether they are skilled or unskilled.

Main Lessons Learned

- Many Cambodian youth do not have clear career goals for the future, nor are there many resources available to help them research such goals. It is hoped that the SEEK centers can play an important role in offering job counseling opportunities to address this challenge.
- The Remedial Adaptive Learning (RAL) package has proven to be an effective device to address dropout and learning loss.
- Self-help groups can have major impact in helping youth to remain enrolled at school.



Life Skills Program: The project provided life skills training to targeted school teachers and directors on how to transfer to students.



December 2022 Closing Event: The project Closing Event was hosted at Phnom Pros Hotel in Kampong Cham to illustrate project impacts and achievements. It was attended by representatives from POE's and MoEYS and all targeted schools.

Reinforcing Education Access with Community Help (REACH IV/BMZ)

"Strong Communities Build Strong Schools."

Project Profile

Donor	WeWorld/ChidFund
Direct Beneficiaries	19,691
Budget Received FY2022	USD316,884
Unit Cost per Beneficiary	USD16.09
Provinces Covered	4 Provinces
Districts Covered	8 Districts
Target Primary Schools	44 Schools
Start Date	January 2012
End Date	December 2024

Project Update

The REACH IV Project is a three-year program that started in January 2021 after finishing REACH III. It was, therefore, the 4th iteration of a very successful project. Based on an analysis of program gaps in the REACH IV Project (e.g., links with secondary education), KAPE and our partner WeWorld-GVC designed a sister project with support from BMZ to address these gaps. The BMZ Project began in December 2021 by joining and sharing the activities and cost share with the REACH IV Project. The official project name is now REACH/BMZ. It is now the 5th iteration of a long line of REACH Projects that first started in 2012, demonstrating the evolutionary and dynamic nature of KAPE programming. REACH programming originally began with a focus on assisting primary and pre-schools in Svay Rieng, Prey Veng, Kg-Chhnang, and Pusat Provinces by using an integrated, holistic approach. In the last academic year, REACH/BMZ programming expanded to 3 lower and upper lower secondary schools in Kg-Chhang Province. REACH/BMZ continues to support school-based services, which align with the multi-dimensional approach of the child-friendly school policy.

Key Activities

BMZ/REACH continues to implement 13 clusters of key activities including the following:

1. Promoting Early Childhood Development by helping schools to create and support preschool classes whose teachers are intensively trained.
2. Promoting improved access to education through the development of school improvement plans, scholarships, school mapping activities, enrolment campaigns, home visits to households with vulnerable children, and health referrals for children with chronic illnesses and disabilities.
3. Promoting children's rights and child protection by building the capacity of Children's Councils, gender awareness raising, and Life skills programming, which raises the relevance of education to local communities.
4. Capacity building to promote leadership and management among school managers.
5. Supporting the renovation and enhancement of school environments (e.g., upgrading classrooms, 21st Century Libraries, etc.).
6. Promoting early grade literacy by using reading benchmarks, reading toolkits, and educational technology.
7. Training School Support Committees to increase their engagement in education.
8. Capacity building of teachers and school managers on new teaching methods, making teaching aids, and using technology in education.
9. Support the improvement of quality teaching and learning

Goal

BMZ/REACH'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.

Contribute to the fulfilment of **social and economic rights** of vulnerable Cambodian **children and youth** at risk of **unsafe migration**.

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

Snapshot



Promoting the Inclusion of Life Skills Education in the Official Curriculum: Students in Thmey PS look after their vegetable garden as part of the project's Life Skills program. Agricultural life skills is just one of several life skills categories taught in project-supported schools. Agricultural life skills focus on eco-friendly techniques of agriculture that avoids the use of chemical herbicides and pesticides in cultivation. This programming also introduces students to hydroponic farming and other modern techniques in cultivation.



Creating Modern Libraries: In 2022, BMZ began major investments in what are known as 21st Century Libraries. These are libraries that are highly modern in their design and more functional in their configuration than traditional libraries. Such libraries are set up to foster individualized study spaces, group reading, story-telling, tutoring, improved access to didactic materials, and mobile learning services. So far this year, BMZ has been installing 6 libraries in target areas this year. These libraries are all unique in their designs and should be a key selling point to help schools motivate parents to send their children to study on a regular basis.

environments in schools through training (e.g., reading, numeracy and life skills such as safe migration) and direct support of material and monitoring of learning enhancement.

10. Promotion of parental engagement in supporting children's learning at home by providing literacy orientation services through trained Literacy Coaches and reinforcement of School Support Committees.

11. Support good governance in the school system through capacity building on Improved Leadership and Management, Child Protection Policy, data management,

coordination with local authorities (POE and DOE) and monitoring and supporting Student Councils.

12. Reinforce Early-Warning-Systems in target schools and provide rapid response for children at risk of drop-out and their families by promoting the active participation of Children's Councils.

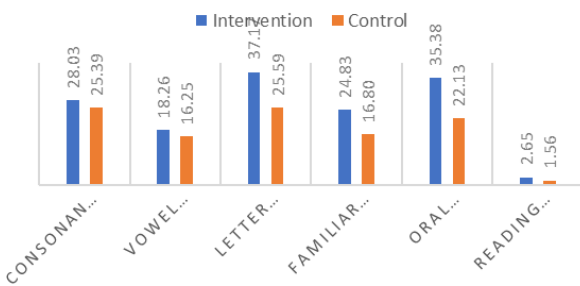
13. Building networks and partnerships among MoLVT, Local Authorities and targeted schools at the District level to promote access to job providers and employment opportunities for rural youth.

Project Impacts

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



PERFORMANCE COMPARISONS BETWEEN TREATMENT & CONTROL SCHOOLS AFTER THE COMPLETION OF INTERVENTIONS



The result of student learning in intervention schools is better than in control schools based on EGRA Testing: The above results suggest that interventions in target schools are having impact on early grade literacy, based on 6 subtasks in the test. These subtasks include:

- Consonant Reading
- Vowel Reading
- General Letter Recognition
- Familiar Word Reading
- Oral Reading Fluency
- Reading Comprehension

Differences in performance include the following data

points:

- Consonant Reading (Letters per Minute): 28.03 vs 25.39
- Vowel Reading (Letters per Minute): 18.26 vs 16.25
- General Letter Reading (Letters per Minute): 37.17 vs 25.59
- Familiar Word Reading (Words per Minute): 24.83 vs 16.80
- Oral Reading Fluency (Words per Minute): 35.38 vs 22.13
- Reading Comprehension (Questions Answered Correctly): 2.65 vs 1.56 questions (out of a total 5 questions asked).



Enhanced Child Engagement in School Development: The picture above shows a Children's Council discussing planning activities to improve their school. One of the key strategies used by REACH/BMZ is to increase children's ownership of the school and enlist their help in better managing it. Children can better help communicate social messaging to their peers than adults and in the process, schools are teaching children many skills in civics and constructive participation in society.



Parent Engagement: Parents are invited to attend the reading material introduction session and each of teaching lesson plans given by the teachers. They will use what they learn from school and continuously teach children at homes.

Books For Cambodia (BFC)

"Enriching the lives of children and youth with books and media."

Project Profile

Donor	The Asia Foundation & MoEYS
Direct Beneficiaries	80,349
In-kind Support Received in FY2022	USD949,462 (In-kind donation)
Unit Cost per Beneficiary	USD11.81
Provinces Covered	15
Districts Covered	44
Target Government Institutions and Universities	11
Target Secondary Schools	55
Target Primary Schools	23
Start Date	April 1, 2014
End Date (Extension for six months more in 2023)	June 30, 2023

Project Update

The Books for Cambodia Program completed its seventh year of operation (2014-2022) on December 31, 2022. The project will extend for six more months (1 January to 30 June 2023). BFC has distributed more than 92,072 English and Khmer books to 668 schools, including network and resource schools. The project supported 44 districts and 15 provinces with book donations and other assistance. BFC received two book shipments in 2022 and will extend for six more months to finish the remaining book distribution in 2023. Target schools will continue to include secondary schools and particularly, New Generation Schools as well as Network, and Resource Schools supported with ADB funding. BFC will follow up on the use of book donations in 2023. Due to budgetary constraints, some activities may not be funded next year.

Project Impact

- **Creating a Culture of Learning:** BFC continues to provide technical support to librarians nationwide to facilitate students' access to books that match their interests. On June 15-17, 2022, librarians were trained to better organize and manage their libraries.
- **Library Enhancement:** BFC provides large amounts of reading books to many school libraries throughout the country. This year, BFC distributed 18,598 English and Khmer books and reading materials to 89 schools and public libraries throughout Cambodia (2021-22). Khmer language books are mainly distributed to primary schools.
- **Looking Ahead:** During 2022, BFC made distributions to 15 provinces. In 2023, BFC will ask all 25 provinces to apply for books. The main activities next year will focus on book utilization rather than other supplementary activities such as spelling bees, as 2023 will be a close-out year.
- **Enhanced Monitoring:** As noted above, BFC will intensify its efforts to maximize the utilization of English books through more frequent school monitoring. BFC will continue to support the use of social media platforms such as *Telegram* and *Facebook* to share and follow up on the reading activities. Project personnel have visited a few target schools in each of the geographically targeted provinces, such as Kampong Thom, Siem Reap, Bantheay Meanchey, Udor Meanchey, and Pai Lin. The visits allow us to see how schools use books to support teaching and learning at their schools. The project has also been able to observe improvements in library management after training from BFC in June 2022. Monitoring and evaluation will also continue these sorts of follow-up visits during the next six-month extension in 2023. As noted above, book donation applications will be opened to the entire country next year with no limitations in order to ensure that all received books are distributed.

Core Goals

BFC's MoU with MoEYS prioritizes book donations to lower secondary schools, targeting 5 new provinces annually to cover all 25 provinces within five years. The project seeks to promote English reading at lower and upper secondary school levels. The primary school level will also be considered for book donations if they can demonstrate high standards of library management. Outstanding management refers to strong engagement from school managers, teachers, students, and school support committees.

Snapshot

Books Collection: School staff from a target school come to the BFC Book Showroom in Kampong Cham to collect a book donation (see picture).

In all, 89 schools visited the BFC Showroom in order to collect book donations for which they applied during the 2022 school year. →



Training Activities: Books for Cambodia has provided core library training to librarians from the selected target schools. The training helps librarians to improve their capacity to improve the library services at their schools. The training gives an opportunity to librarians to learn from each other as well as from the trainer. Learning Best Practices in this way changes mind sets and establishes long-lasting professional networks.

Key Activities

- Books for Cambodia continued to process book requests from schools and distributed 18,598 donated English and Khmer books in 2022. These books are high-quality publications donated by publishing companies in the United States and Cambodia.
- KAPE has conducted regular monitoring and evaluation of book use by using social media platforms such as *Telegram* and *Facebook* and field visits.
- BFC administered real-time school surveys using *KoBoToolBox* and *Google Survey* to monitor access to donated books.
- Provided core training to librarians once a year to improve their skills in managing libraries while using the recently developed *21st Century Library Manual* as a key reference document.

Total Reading Approach for Children (TRAC III)

"Pioneering New Approaches to Improve Children's Literacy"

Project Profile

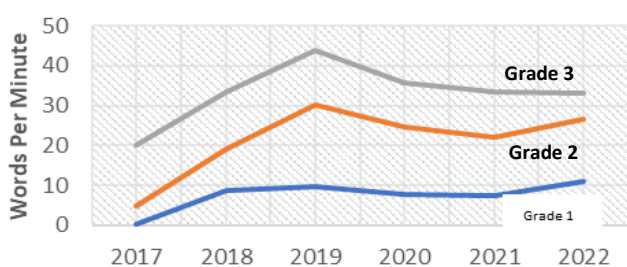
Donor	The Phoenix Foundation
Direct Beneficiaries (Ps.)	7,168 (3,450 Girls)
Direct Beneficiaries (Pre-P.)	226 (99 Girls)
Budget Received in FY2022	USD131,784.30
Unit Cost per Beneficiary	USD18.00
Provinces Covered	2 (Tbaung Khmum & Kampong Cham Provinces)
Districts Covered	8 Districts
Target Secondary Schools	Not Applicable
Target Primary Schools	18
Start Date	1 st July 2017
End Date	30 th Dec 2022

Program Update

TRAC III reached the end of its implementation cycle in December 2022 and sadly the donor has decided not to extend the project. Nevertheless, the project has been a pioneer in approaching reading from a holistic standpoint with a strong focus on governance rather than the curricular approaches used by less successful national projects supported by USAID and UNESCO.

The TRAC III Project showed excellent progress during its early years of operation (2017-19). Reading proficiency scores in all grades peaked in 2019, but then started to decline when the Covid19 Pandemic caused widespread school closures in early 2020. Fortunately, in 2022, the school system started a process of normalization with full reopening in January 2022. Normalized operation resulted in a rebound for student reading proficiency though not yet to pre-pandemic levels. Grade 1 and 2 children showed the most progress. Grade 2 children improved from 22 to 27 words per minute for Familiar Word Reading. But Grade 3 students showed much less improvement because they were unable to attend school during the pandemic years (i.e., when they were in Grades 1 and 2). Thus, Grade 3 children appear to show the most severe impacts from Covid19.

Change in Familiar Word Reading 2017-2022



Keys interventions

Key interventions that were completed during 2021 included the following:

- Emplacement of 21st Century Libraries in 18 schools since project commencement.
- Emplacement of 8 Enhanced New Generation Preschool Classrooms
- Playing a Key Role in Distance and Digital Education Advocacy
- Stakeholder Capacity Building activities online
- Continuous Assessment (Interval Tests)
- Enhanced Parental Engagement in Learning
- Learning Aids Distribution to Pre-school Children for Self-learning

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, governance, and assessment as well as parental reinforcement.

Snapshot



- EGRA testing and digitization of continuous assessment.
- **The TRAC III Project has been able to achieve several important milestones during 2022 as follows:**
- **Creation of Libraries for the 21st Century:** The project has completed the emplacement of 18 21st Century libraries, which are a new kind of library that goes far beyond what traditional libraries normally do.
- **Successful Advocacy for New Generation Preschools:** Under TRAC III, KAPE has been able to develop a Handbook for New Generation Preschool implementation as well as new designs for advanced preschool classrooms. This documentation has already been shared with the Minister of MoEYS and will be included in planned investments under an expansion of the NGS System with the Franks Foundation.
- **Integration of New Technology in the Instruction of Reading:** Over its evolution, the TRAC Project has built up an impressive portfolio of educational software programs that are linked to the national Khmer Language curriculum. Most of these have been developed by KAPE under earlier iterations of the TRAC Project while others have been added to the project portfolio from other agencies (e.g., The Asia Foundation's library program called *Let's Read*).
- **Continuing Progress in the Digitization of Testing and Monitoring:** Although schools remained closed for much of the reporting period, KAPE's M&E Unit continued to work with project personnel on the digitization of assessment tools.

Key Challenges: Despite progress on several different fronts, the project still faces key challenges that hold back successful implementation. Some of these challenges are summarized below.

- Grade 3 students faced the brunt of the impact of Covid19, as they started Grade 1 and Grade 2 when school closures were first introduced. They, therefore, missed two years of basic study before entering Grade 3.
- General Disarray in the Education System due to Covid19 school closures.
- Structure of the School Day does not lend itself to high utilization of library-based mobile devices.
- Amplification of Dropout Trends due to Covid19 school closures.

Easy2Learn (E2L) Project - Prey Veng

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

Project Profile

Donor	Child Fund Cambodia
Direct Beneficiaries	5,842
Budget Received in FY2022	USD117,093
Unit Cost per Beneficiary	USD20
Provinces Covered	Prey Veng
Districts Covered	1 (Kampong Trabaek)
Target Primary Schools	11 schools
Target Secondary Schools	N/A
Start Date	16 Jul 2021
End Date	30 Jun 2023

Project Update

The Easy2Learn Project first started as a pilot program in 2015 in Svay Rieng Province and has experienced multiple extensions to other provinces (such as Prey Veng). E2L uses an integrated project design resulting in a multi-dimensional approach to development. At the request of Child Fund, KAPE is now providing technical support for a new iteration of E2L in Prey Veng Province that started in 2020. The project and its design have continued to receive praise and support as one of KAPE's best projects. The current project in Prey Veng includes many elements of the original pilot and builds on 5 years of experience. It is also reinforcing and harmonizes very well with MoEYS' Child Friendly School Policy, which also advocates for a multi-dimensional approach to development

Nevertheless, the current iteration of E2L differs from the original pilot in important ways. First, this is a self-implementing project with collaborative support from MoEYS' technical departments (e.g., Primary Education Department). Secondly, the project includes many elements of distance education to address 'learning loss' caused by the Covid19 Pandemic, which was not an issue in the original pilot. Distance education approaches rely heavily on Village-based Education (VBE) models. VBE activities are facilitated by village youth volunteers who have been trained by KAPE to become pedagogical volunteers to classroom teachers. They receive small stipends to incentivize their work. These VBE arrangements will likely continue into the post-Covid19 environment to make up for all of the lost learning time.

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

Key Activities

- **Improved access and retention of eligible primary school-aged girls and boys with and without a disability in target primary schools.**
 - School mapping and enrollment campaigns conducted in all target schools to identify school-age and vulnerable children.
 - Needs-based support provided to identified economically vulnerable and disabled children.
 - Community based education services provided to children in school catchment villages during Covid19.
- **Improved school environments and teaching and learning in accordance with Child-Friendly School policy in target schools.**
 - Classroom learning environments enhanced and teaching and learning materials provided.

Main Goal

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

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

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

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

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

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

Snapshot



A 21st Century Library in an E2L School in Prey Veng. Modern design and technology greatly enhance rural learning environments.



Classroom Enhancement Orientation

- Primary school teachers and school directors in target schools trained on child-friendly school teaching methodology.
 - School libraries established as flexible learning spaces to help promote habits of reading.
 - Training on ICT in education and technical support provided to teachers, school directors and relevant staff to use ICT in the learning process.
 - Training teachers and school managers in ways to promote early grade literacy & numeracy.
 - Strengthening the system within the school to address learning loss.
 - Formative (e.g., interval tests) and summative assessments regularly
- **School leadership and management are strengthened to ensure increased accountability, ownership and gender responsiveness.** School-based Management training workshops
 - School Improvement Planning by SMCs and with supportive training.

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

'New ideas for sustainable development in the education sector'

Project Profile

Donor	EU/EAC/Aide et Action (AeA)
Direct Beneficiaries	12,298
Budget Received in FY2022	USD380,946.15
Unit Cost per Beneficiary	USD30.97
Provinces Covered	Kampot
Districts Covered	2 Districts (Kampong Trech & Toek Chou)
Target Preschools	10
Target Primary Schools	35
Target Secondary Schools	11
Start Date	01 Jan 2021
End Date	31 Dec 2024

Goal

CO-**SAVED** communities become more resilient through sustainable local economic development, enhanced service delivery, and green growth which contributes to reducing poverty and inequality.

- To develop capacity and strengthen

partnerships for local economic development.

- Strengthen the provision of education and access to clean water and sanitation. Strengthen the provision of livelihood opportunities and environmental protection for local economic development.

Snapshots

Working with teachers to organize career counselling services for students. →



The project provides in-kind scholarship support to out-of-school re-entering the education system.

Project Update

The Consortium for Sustainable Alternatives and Voice for Equitable Development Project (CO-**SAVED** is a 4-year action implemented in coastal areas of Cambodia with other consortium NGO partners and the private sector to synergize education development and 'green' service delivery linked to sustained livelihoods.

FY2022 marks the second year of project implementation in Kampot Province. At the request of the prime contractor, the KAPE project team also provided technical support to other target provinces including Sihanoukville, Kep, and Koh Kong Provinces. This assistance was provided collaboratively with government counterparts at district and provincial level. This technical support was multi-sectoral and focused on pre-primary, primary, and lower secondary. Technical support sought to fill service gaps and ensure enhanced implementation of MoEYS' Child Friendly School (CFS) Policy, which is a multi-dimensional approach to educational development. At the same time, the project worked collaboratively with other consortium partners and the private sector such as Pacific-Asia Travel Association (PATA) to support tourism and sustainable livelihoods. The project also advocated vigorously for local government support (i.e., commune councils) for project activities that are currently supported by the project.

Key project activities during Year 2

implementation included teacher training workshops on CFS learning methods, library enhancement, early warning systems to detect children in danger of dropping out, home visits to vulnerable children, and parental outreach. At lower secondary school level, the project supported career counselling services including the introduction of e-counselling using the Trey Visay counselling app developed by KAPE and adopted by MoEYS. This app helps students identify their strengths & weaknesses, map out career opportunities, and provides guidance about post-secondary study or entering the job market directly after completing secondary school.

The project also organized Reflection Workshops for teachers to help them identify strengths and weaknesses and suitable strategies to improve their educational practice. Often, these activities were linked to school grants that helped to support School Improvement Planning. SIP activities promoted cooperative learning, the organization of child friendly classrooms (e.g., through infrastructure upgrading), scholarships for vulnerable children, catch-up courses, remedial support for students suffering from learning loss, peer tutoring, and re-entry programs for children out-of-school. The project also supported the establishment of community preschools in target areas. All of the above activities were closely coordinated with other partners who were working on sustained livelihoods for families with vulnerable children who attended target schools.

Key Activities

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

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

Early childhood education systems increase learning opportunities for children.

- Build new Community Pre-schools in target areas to meet minimum ministry standards.

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

Access to quality education for the children of fisherfolk in CO-SAVED** target areas is improved.**

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

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

- Set up early warning systems to prevent dropout
- Provide scholarships for youth at risk
- Provide In-kind and counseling support to at-risk youth
- Provide catch-up courses to students at primary level to ensure grade transition
- Carry Out Green Life Skills in Schools Using over 30 Manuals Developed by Civil Society & MoEYS (primary and lower secondary - Grades 5 to 9)
- Develop and use the new e-counseling app (Trey Visay-Compass)

Implement WASH enhancements (latrines, hand washing stations, curricular improvements) in Co-**SAVED** schools.

Easy2Learn (E2L) Project-Kratie

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

Project Profile

Donor	ChildFund Korea
Direct Beneficiaries	622 (314 Girls)
Budget Received in FY2021	USD166,093
Unit Cost per Beneficiary	USD267
Provinces Covered	Kratie
Districts Covered	Sambour
Target Primary Schools	7 primary and 2 annex
Target Secondary Schools	N/A
Start Date	01 Dec 2021
End Date	30 November 2024

Project Update

The Easy2Learn Project first started as a pilot program in 2015 in Svay Rieng Province and has experienced multiple extensions to other provinces. E2L uses an **integrated project design** resulting in a multi-dimensional approach to development. At the request of Child Fund, KAPE is now providing technical support for a new iteration of E2L in Kratie Province that started in 2021. The project and its design have continued to receive praise and support as one of KAPE's best projects. The current project in Kratie includes many elements of the original pilot and builds on 5 years of experience. It also reinforces and harmonizes very well with MoEYS' Child Friendly School Policy, which also advocates for a multi-dimensional approach to development

Nevertheless, the current iteration of E2L differs from the original pilot in important ways. First, this is a self-implementing project with collaborative support from MoEYS' technical departments (e.g., Primary Education Department). Secondly, the project includes many elements of distance education to address 'learning loss' caused by the Covid19 Pandemic, which was not an issue in the original pilot. Distance education approaches rely heavily on Village-based Education (VBE) models. VBE activities are facilitated by village youth volunteers who have been trained by KAPE to become pedagogical volunteers to assist classroom teachers. They receive small stipends to incentivize their work. These VBE arrangements will likely continue into the post-Covid19 environment to make up for all of the lost learning time.

The E2L project in Kratie has recently been reconfigured to now include 7 primary schools (increased from 6 previously) as well as 2 annex schools. The project's management structure has also been shifted to KAPE from other local partners to help intensify educational technical support. KAPE has long and sound experience in improving the quality of primary education and has also been at the forefront of efforts to address learning loss caused by extended school closures during the Covid19 Pandemic.

This new phase of project implementation will be characterized by a two-pronged or phased approach in which the first year of implementation focuses on ensuring the continuation of learning and preventing further learning loss as a result of school closures. This phase of project implementation has been agile and responsive to the current context as MoEYS normalizes school operation and discontinues the policy of school closures. Key activities this year have, therefore, included efforts to promote accelerated learning, remedial support for struggling learners, and social-emotional support (e.g., life skills learning focused on maturation and personal development issues) to children who have suffered from the social isolation from peers through prolonged school closure. When schools reopen, Years 2 and 3 will then return to activities that are focused on long-term capacity-building and

Main Goal

Key issues (problems) to be addressed in Phase II are associated with student dropout; children's decreased learning outcomes due to school closures; inability of teachers and school leaders to perform their duties due to the pandemic; and the increased need for child protection inside/outside school. In this respect, schools develop plans across the six dimensions of the Child Friendly School Policy and provide technical inputs focusing on educational access, quality, and management. The official goal framework of the project is summarized below:

Goal: Improved quality of primary education for all children in Sambour District, Kratie Province.

Outcome 1: Access to primary education for all school-aged girls and boys with and without a disability in target areas is increased.

Outcome 2: Learning outcomes of children are increased.

Outcome 3: School-based management & governance is strengthened and becomes increasingly participatory, gender and disability inclusive aware, and accountable to the communities it serves.

Snapshot



Story-telling Activities in an Enhanced Library developed by E2L



Cooperative Learning Workshop for 7 target schools

sustained improvements in learning outcomes. Normalized activities of this sort will constitute the second prong strategy of the project's technical approach to development of qualities of instructions, school-based mentoring/coaching, and school-based management to promote school accountability and autonomy.

Key Activities

● Improved access and retention of eligible primary school-aged girls and boys with and without a disability in target primary schools.

- School mapping and enrollment campaigns conducted in all target schools to identify school-age and vulnerable children.
- Needs-based support provided to economically vulnerable and disabled children.
- Community based education services provided to children in school catchment villages during Covid19.

● Improved school environments and teaching and learning in accordance with Child-Friendly School policy in target schools.

- Classroom learning environments enhanced and teaching and learning materials provided.
- Primary teachers and school directors in target schools trained on child-friendly school teaching methodology.
- School libraries established as flexible learning spaces to help promote habits of reading.

General Capacity Building

- Training on ICT in education and technical support provided to teachers, school directors and relevant staff to use ICT in the learning process.
- Training teachers and school managers in ways to promote early grade literacy & numeracy.
- Strengthening the system within the school to address learning loss.
- Formative (e.g., interval tests) and summative assessments regularly.

School leadership and management are strengthened to ensure increased accountability, ownership and gender responsiveness.

- School-based Management training workshops
- School Improvement Planning by SMCs and with supportive training.

General Activities during 2022

- ❑ Conduct back to school enrolment campaigns
- ❑ Train and conduct integrated school mapping
- ❑ Establish and train SDs, SMCs and teachers on the Early Warning System (EWS) to help prevent vulnerable children from dropout
- ❑ Establish school scholarship committees (SSC) and train them on scholarship management for vulnerable children
- ❑ Identify vulnerable children and provide need-based support to them linked with activities organized under the EWS
- ❑ Construct school infrastructure in the annex schools (1 classroom, 2 playgrounds, 2 bio gardens, 2 toilets, and 1 water tanks)
- ❑ Train parents/caregivers on home-based learning (HBL) package (grade 1-2) and on how to use the provided HBL package materials
- ❑ Select and train Village-Based Youth Volunteers (VBVY) to support village-based education for Remedial Adaptive Learning (RAL)
- ❑ Train teachers and support them to implement school-based accelerated learning for Khmer language subject
- ❑ Provide support to Accelerated Learning Programming (ALP) that will help schools to recover lost time during school closure
- ❑ Train teachers, SBMs, and SDs on new teaching methodologies and students' learning assessment
- ❑ Train SBMs and SDs on fundamental mentoring/coaching
- ❑ Provide mentoring/coaching to teachers by SBMs and SDs
- ❑ Provide refresher training on library management and appropriate reading material in terms of age, grade, and culture
- ❑ Operate response of extra-class (REC) (Peer-tutoring, reading camps, extended library operation hours/session)
- ❑ Organize workshop and train SDs and teachers on life skills education program that focuses on personal growth issues
- ❑ Establish classroom committee representing parents/caregivers to help sensitize their support /resources for school development
- ❑ Organize school tours and quarterly meetings with parents/ caregivers to sensitize their active support
- ❑ Establish School Health Committees in each school and provide training on school health for safer learning environment, especially during/post COVID-19 Pandemic
- ❑ Organize COVID-19 survival kits for the most vulnerable children
- ❑ Setting up Girls' Counseling Network that utilizes a combination of both peer support and teacher-mediated counseling services on school
- ❑ Organize workshop with SMC and CC (Children's Council) to reinforce effective functioning on their R&R and structures to align with the practices of SBM (School Based Management)
- ❑ Train school stakeholders on EPRP, CPSM, and school resource management
- ❑ Develop SIP as a way of SBM(School Based Management)
- ❑ Provide school grant to



The Student Council receive a set of traffic clothes.



The children are using learning materials in the library.



School Management Committee, Teachers and Directors regularly conduct their meetings.

implement the SIP

- ❑ Conduct annual school events with the support of PoE/ DoE, etc.
- ❑ Conduct a regular monitoring activities by DTMT
- ❑ Organize sub-national workshops with key stakeholders (MoEYS representative, PoE/DoE, SDs, SMCs, etc.)
- ❑ Develop project exit strategy plan with key stakeholders (PoE/DoE, SDs, etc)



The toilet and building are constructed with financial support from the Easy2Learn.

COVID19 EDUCATION SECTOR RESPONSE & RECOVERY PROJECT (CERRP)

'Addressing the problem of Learning Loss through emergency measures and future recovery' plans

Project Profile

Donor	UNICEF-GPE3
Direct Beneficiaries	National Level MoEYS Departments
Budget Received in FY2022	USD114,130.47
Unit Cost per Beneficiary	Not applicable
Provinces Covered	Nationwide
Districts Covered	Nationwide
Target Primary Schools	All
Target Secondary Schools	Not applicable
Start Date	01 December 2020
End Date	31 March 2022

Project Update

As part of the urgent response to Covid19 disruptions in learning, UNICEF awarded an emergency contract to KAPE to work with MoEYS departments to provide quality assurance and intensive technical support in supporting Continuous and Remedial Learning. CERRP was quickly set up with two Components and implemented during all of 2021 and ended in March 2022. During the last months of implementation, in 2022, the team consolidated the overall work done to ensure the establishment of sustainable mechanisms that would support the RECOVERY phase, as follows:

Component 1: Continuous Distance Learning (CDL)

- A total of 4,569 videos (1,057 produced under the GPE COVID19 Fund) and 1,031 worksheets (350 produced under GPE COVID 19 fund), for basic education, including special education materials, are now available in the MoEYS e-Learning Portal.
- A URL patch box software has been developed, widely tested by our Partner, Open Institute, and installed in a server of MoEYS. The Software increases the resilience and independence of MoEYS digital resources.
- In March 2022, the project organized a final online dissemination event, primarily organized for Teaching

Project Impact

General: To respond to prolonged school closures, KAPE supported the MoEYS to increase access to e-learning resources for basic education and design remedial material to support all children once schools reopened in 2022. Since December 2020, KAPE collaborated with the Department of Information Technology (DIT) and Open Institute (OI), to collect, categorize and structure all existing distance learning resources produced by MoEYS Technical Departments, when all schools closed in March 2020 due to the COVID-19 emergency. To ensure future standardization of online resources and easier sharing between MoEYS Technical Departments and DIT, the project produced "Guidelines for the production of distance learning material", which define criteria for the production, categorization, labelling and sharing of any MoEYS digital resource in the future.

E-Learning Portal: At the end the project, a total of 4,569 videos and 1,031 worksheets had been produced for basic education, including special education materials. These

materials were ultimately uploaded onto the MoEYS e-Learning Portal. A URL patch box software has been installed in a server of MoEYS, to increase the resilience and independence of MoEYS digital resources.

Home-based Learning: KAPE contracted the communication agency *Melon Rouge*, to develop a set of 10 video tutorials to help teachers, parents, and school directors to support students' learning at home, both during the emergency and recovery program. The videos seek to inspire teachers, parents, and school directors to be role models for their children and community and to provide practical tips to support children's learning at home. The videos were disseminated through different MoEYS channels.

Remedial Adaptive Learning: In December 2020, KAPE and its partner VVOB, started to support the MoEYS to design a set of Remedial Adaptive Learning (RAL) Packages, aimed at supporting schools, after the education system re-opened. These materials were designed to respond to the learning loss accumulated by Cambodian students during the COVID-19 emergency,

Objective

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

Training Institutions, to present the overall program results.

Component 2: Remedial Adaptive Learning (RAL)

- The final version of the remedial learning packages was completed at the start of February 2022 and shared with PED. DIT supported the upload of RAL packages in the MoEYS e-Learning Portal, at the following page: <https://elearning.moeys.gov.kh/rean/>
- KAPE introduced the RAL materials in all its programs and has been advocating with other NGOs for using the material in their projects. The materials have been adopted by other organizations such as Save The Children, World Vision, Aide et Action, and others.

MoEYS E-learning Platform with all resources for both Continuous Distance Learning and remedial Adaptive Learning available for future use. →

Snapshot



particularly with respect to core language and numeracy competencies. Due to a spike in COVID-19 cases in February 2021, the Government once again closed schools in March 2021 and moved back to distance learning modalities. In spite of these events, KAPE and VVOB completed the design of the RAL materials and PED gave its approval for general distribution in October 2021. Since then, MoEYS started the distribution of the materials nationwide, through different MoEYS communication channels, which include *Facebook*, the *MoEYS e-learning Platform*, and *Telegram*. Between October and December 2021, KAPE worked to clean and complete the RAL Packages for general distribution in January 2022, when schools fully re-opened. Due to the urgent need to distribute printed copies of the materials to schools before the re-opening, MoEYS, in coordination with UNICEF and KAPE, decided to start printing part of the provisionally approved remedial materials. These arrived at primary schools before the new academic year started on 11 January 2022. The final version of remedial learning packages was completed and uploaded in the MoEYS e-learning Platform in February 2022.

LIFE SKILLS LEARNING FOR ADOLESCENT GIRLS (LSLAG) Project

"Providing the capacity for girls to live effectively in society"

Project Profile

Donor	Gap Inc.
Direct Beneficiaries	14,250 (Girls)
Budget Received in FY2022	USD40,000
Unit Cost per Beneficiary	USD2.81
Provinces Covered	25 Provinces
Districts Covered	49 Districts
Target Primary Schools	0
Target Secondary Schools	50 Schools
Start Date	01 August 2021
End Date	31 Dec 2022

Project Update

The Gap Inc. P.A.C.E. curriculum was adopted by MoEYS on 25th June 2021 in an official launch ceremony for program expansion. At the beginning of 2022, the project conducted an online Dissemination Workshop on Project Implementation to the Departments of Secondary Education, Primary Education, Vocational Orientation, Curriculum Development, and Information and Technology, as well as Provincial Offices of Education (POEs). This meeting led to the establishment of a Project Working Group (PWG) structure involving each department and POE. The PWG is now chaired by Mr. Rath Sara of VOD. The project also provided 2 days of TOT Training to the PWG on ZOOM. The PWG in each province will organize follow-up and support for implementation of the P.A.C.E. curriculum in all 50 schools participating in the program.

The PWG meets monthly to oversee project performance, sharing problems, challenges, and solutions, as they arise. During the year, representatives from Gap, Inc. also visited Cambodia leading to discussions about further expansion and outreach to more schools and promoting deeper penetration of the education system.

Key Activities

- Project Working Group is in Place and Functioning Well:** A new PWG has been established with representatives from key departments.
- Training of Trainers (ToT) for Core Trainers for 2 days Selected from among PWG Members:** The project trained 31 PWG members, and outstanding trainers to help disseminate the P.A.C.E. curriculum.
- Core Trainers Provide Orientation to Selected Life Skill Teachers for 1 day through Online Training:** Provided 1-day orientation to selected teachers and

Case Study: Ry Srey Pich is 16 years old and studying in Grade 10. She is also the vice class monitor at Hun Sen Chrey Thom HS. Her parents are both farmers. As a young student, Srey Pich was discriminated against by her friends and others because she is poor at learning, has acne, and a dark complexion, which is considered a sign of low social status in Cambodian society. These factors weighed heavily on Srey Pich and negatively impacted her social development. Srey Pich started learning in the Gap Inc. P.A.C.E. Program in July 2022, when the

program was first established at her school. She stated that this curriculum has provided her a great learning experience because it increased her self-knowledge, her ability to introspect, and her understanding of her desires, preferences, and uniqueness as an individual. The program has made a great difference in helping her to build self-esteem, which the title of one of the lessons she learned. After studying in this life skills program, Srey Pich noticed that she has changed her attitude about life and become more courageous in talking with others; she can also handle pressure when it happens. She said, "I am never angry or hateful against all who have discriminated against me because they do not know me well, and they are young and do not think much". She added, "I am determined to solve my shortcomings and focus on my studies, not the words of others because I want to achieve my goal to be a doctor who can help my family and other sick people."



Goal

The purpose of the LSLAG Project is to facilitate the process of healthy and positive transition into adulthood by Cambodian youth 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.

Snapshot



Clockwise: (from left to right): Gap Inc. representatives visiting NGPRC; National Dissemination Workshop; Students working in groups as part of the P.A.C.E. method; and LSLAG staff meeting with target school students, and stakeholders to share learning experiences about project implementation.

- school directors by core trainers and project staff.
- Gap Inc. P.A.C.E. Curriculum Printed and Digitized:** The P.A.C.E. curriculum is now available in both soft and hard copy.
- Teaching Video Developed:** A video tutorial to help disseminate is now in production.
- Trained Teachers to use Gap Inc. P.A.C.E. Curriculum in Schools:** The project trained teachers in 50 schools how to implement the new curricular materials in target schools.
- Reflection Workshop for Teachers for 1 day through Online Means**
- Roles of NEP in Project Implementation:** The NGO Education Partnership (NEP) will be a member of the PWG and responsible for several activities to disseminate and advocate with NGO partners to use the Gap Inc. P.A.C.E. Curriculum in their projects.
- Monitoring and Evaluation Conducted by PWGs and Project Staff:** PWG members visited many schools to collect data and support teachers to use new teaching methodologies.

FISHER FOLK MAKING CIRCULAR ECONOMY WORK FOR THE WESTERN TONLE SAP LAKE PROJECT (FOSTER)

“Together for Cambodian Children”

Project Profile

Donor	European Union & Aide et Action/Action Education
Direct Beneficiaries	6,171 (3,085 female)
Budget Received in FY2022	USD278,532
Unit Cost per Beneficiary	USD147
Provinces Covered	4: Siem Reap, Banteay Meanchey & Battambang
Districts Covered	9: Soutr Nikom, Bakang, Krong Siem Reap, Pouk, Mongkol Borey, Thmor Kol, Aek Phnom, Sangkea, and Moung Ruessei
Target Primary Schools	20 primary schools
Target Secondary Schools	12 lower secondary schools
Start Date	January 01, 2022
End Date	August 30, 2024

Project Update

Using a Multi-sectoral Design: The FOSTER Project is another new KAPE project that just started in early 2022. This project is somewhat different from other KAPE projects because it has a multi-sectoral design focusing not only on education but also livelihoods, climate change issues, and health. KAPE is responsible for implementing the education-focused activities while other development partners address issues in other sectors. FOSTER is KAPE’s only project with a multi-sectoral design and is led by Oxfam-GB.

Why Work in the Tonle Sap Basin: While the Tonle Sap (TS) lake is one of the top four fishery production areas in the world and contributes to a majority of Cambodia’s freshwater production, the lake and its basin are under increasing pressure from multiple threats including climate change (CC), illegal over-exploitation of fisheries and wildlife, forest encroachment, and upstream dam-building. As the communities living in floating villages in the western part of the lake are highly dependent on the lake’s water and related resources, these threats are contributing to high levels of poverty, food insecurity and environmental collapse in the region.

Challenges for Children’s Education: Children living in the Tonle Sap regions face more challenges than other areas. Nearly one third of children between the ages of 5 and 17 in the Tonle Sap Basin Reserve are not enrolled in school while 32% of those enrolled have a high risk of dropout. Access to early childhood education is also more limited, which contributes to lower school readiness for enrolled children. Community schools seek to complement the inadequate number of government schools but the qualifications of volunteers who run these schools is very low. The Tonle Sap Basin has enormous eco-tourism potential, but the sector is underdeveloped, suffers from a lack of tourist infrastructure and hospitality services, and has not featured highly in national public policies or financial priorities. Agriculture, NTFPs and fish processing are other income generation routes in the target areas, but communities lack skills to realize the economic potential of the region, highlighting a need for life skills education for young people. These are but some of the challenges faced by communities in the Tonle Sap Basin.

Goal

- **Project’s overall objective:** Contributing to the social-economic development and resilience of fishing communities in the Tole Sap Basin Reserve.
- **Specific objective:** Improving sustainable livelihoods and increase access to essential service for fishing community in the west of the Tole Sap Basin Reserve and reduce the environmental pressure on the region in the long term.

Snapshots

A capacity-building workshop on school management helps local stakeholders to develop a School Improvement Plan. →



← Scholarship selection process begins with household interviews in many target villages to maximize the project’s ability to reach the most vulnerable children and youth.

Key Activities

- **Baseline assessments of education conditions and school mapping**
 - Conduct education assessment and school mapping of the target area.
 - Conduct special needs screenings in target schools to identify children with physical and mental learning needs.
- **Children and youth are supported with inclusive education to access and attend school**
 - Implement school feeding programs in target schools.
 - Provide sustainable transportation solutions to improve children’s access to school.
 - Provide scholarship support to marginalized girls and boys.
 - Implement multi-lingual supplementary learning programs in school that are appropriate to children’s culture and needs.
 - Develop re-entry service for out-of-school children.
 - Implement accelerated learning classes for over-age children.
 - Implement non-formal education for students with special needs.
 - Implement life skills learning in schools.
- **Community based-preschools, primary schools, and lower secondary schools meet the national standards and improve their capacity to improve early education, prevent drop-out, and enable transition**
 - Rehabilitate/build primary schools and community-based preschools that meet child-friendly school standards.
 - Recruit and provide community preschool teachers with school readiness training.
 - Support community-based preschools to meet national qualification standards.
 - Provide training and technical support on distance learning methodologies and non-formal education strategies.
 - Train caregivers, youth, and CBO’s on responsive and positive parenting skills.
 - Build stakeholder capacity to develop annual school planning for student retention.
 - Conduct school accountability audits and develop a school support plan to prevent climate change.
 - Implement Early Warning System (EWS) in target schools to prevent drop-out.

Upper Secondary Education – Sector Development Project (USE-SDP2)

"Promoting Innovation in Mainstream Donor Projects"

Project Profile

Donor	MoEYS-ADB
Direct Beneficiaries	NIE/50 Secondary Resource Schools
Budget Received in FY2022	USD67,315
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	25 Provinces
Target Primary Schools	0
Target Secondary Schools	50 Schools
Start Date	22 Sept 2020
End Date	21 Sept 2023

Project Update

The Upper Secondary Education – Sector Development Project 2 is a large national project focusing on upgrading the National Institute of Education (Component A) and Secondary Resource Schools (Component B) in 50 locations. As part of the design of the project, ADB and MoEYS agreed to include two NGO partners as a single source procurement to enable the project to access innovative practices from other very successful projects, such as New Generation Schools. Single source procurement is very unusual in ADB contracts; therefore, this project structure is very unique for an ADB-funded project. The two NGOs contracted for this work were KAPE and VSO. KAPE's role in the project is primarily to provide Technical Assistance (TA) over a 3-year period with a total budget of \$465,000.

Under KAPE's contract with MoEYS-ADB, the agency was asked to take responsibility for 15 Deliverables as these pertain to supporting SRS's and 7 to support NIE or 22 deliverables in all.

Key Deliverables

National Institute of Education Upgrading (Component A)	Secondary Resource School Upgrading (Component B)	
<ol style="list-style-type: none"> 1. Provide technical support to NIE personnel in implementing existing syllabi for BA+1 and BA+2 with relevant content as well as providing advice on M.Ed. Syllabus development. (NIE-D1) 2. Training in New Teaching Methods (e.g., Constructivist Learning Approaches; Blended Learning), which will be closely linked to D1 (NIE) above. (NIE-D2) 3. Incorporating Principles of Student & Teacher Assessment within the Curricular Program of NIE (NIE-D3) 4. Support the emplacement of the new Library at NIE (NIE-D4) 5. Support the Emplacement of Professional Learning Communities at NIE. (NIE-D5) 6. Improve the Capacity of NIE to Conduct Professional Research. (NIE D6) 7. Establishment of Smart Classrooms in the NIE Primary Practice School (NIE-D7) 	<ol style="list-style-type: none"> 1. Develop a New Education Design Framework for Classrooms (SRS-D1) 2. Develop Modern Library Training Manual (SRS-D2) 3. Develop M-learning Manual for Libraries (SRS-D3) 4. Develop Career Counseling Road Map Manual (SRS-D4) 5. Develop Multi-purpose Life Skills Classroom Framework (SRS-D5) 6. Develop Implementation Guidelines for Multi-purpose Life Skills Classrooms (SRS-D6) 7. Develop a Constructivist Learning and Computational Thinking Module (SRS-D7) 8. Develop Assessment Report and Recommendations for submission to DIT to improve MoEYS Web Portal and Publishing policies. (SRS-D8) 	<ol style="list-style-type: none"> 9. Develop Subject Club Manuals in at least 8 topics (SRS-D9) 10. Develop a school-based Mentoring Framework that harmonizes with the Teacher Policy Action Plan (TPAP) (SRS-D10) 11. Provide Quarterly Reporting to MoEYS relating Monitoring and Evaluation. (SRS-D11) 12. In collaboration with DIT, pilot the introduction of computer-based assessments based on a documented set of recommendations and guidelines. (SRS-D12) 13. Develop a School-based Management Implementation Manual (SRS-D13) 14. Hire a Team Leader who will ensure internal coordination. (SRS-D14) 15. Undertake Comprehensive Assessment of SRS's (SRS-D15)

Goal

KAPE's goal in joining the USE-SDP2 Project is to support the MoEYS in promoting educational innovation in mainstream national projects that are being partly funded by large institutional donors such as the international development banks. MoEYS in particular has an interest in moving key educational innovations and ideas in such programs as New Generation Schools into its much larger national projects such as the USE-SDP2 Project.

Snapshots



← **Subject Club Manuals** developed under the ADB Project are intended to promote project work and out-of-classroom activities. Club titles are diverse and cover topics such as Creative Writing, Science, ASEAN, Photography, and Film.



← **New Educational Designs:** Using educational designs developed under NGS, KAPE has been able to have significant influence over new library and science lab designs used in Secondary Resource Schools.

ENHANCING QUALITY LEARNING FOR OUT OF SCHOOL CHILDREN (EQUAL)

"All children, especially out-of-school children and ethnic minority, receive an equal quality education and inclusiveness"

Project Profile

Donor	Plan International Cambodia (PIC)
Direct Beneficiaries	4,747 children (2,303 girls)
Budget Received in FY2022	USD495,000
Unit Cost per Beneficiary	USD36
Province Covered	Ratanakiri
Districts Covered	2 (Andoung Meas & BorKeo)
Target Primary Schools:	13 primary schools
Target Secondary Schools:	2 Secondary school
Start Date	July 01, 2022
End Date	Jun 30, 2024

Goal

Educational quality and participation at the level of basic education increase among vulnerable groups such as girls, minority groups, the disabled, and the poor.

Specific Objective: Out-of-school children and ethnic minority children in Ratanak Kiri Province have opportunities to fulfill their rights to primary education and smooth transition to lower secondary school through quality education that is inclusive and gender transformative.

Project Update

EQUAL is a new project that just started in 2022 in partnership with Plan International. The project uses an integrated design like E2L but includes some unique components such as its 'gender transformative aspects.' Key developments during the year include the following:

- 93% of the 150 out-of-school children/youth identified, including 87 % (52) students from ethnic minority groups, got promoted. The remaining 7% will attend remedial learning to catch up and pass to the next level.
- Early Warning Systems (EWS), designed to monitor the most vulnerable students to avoid drop outs, established and functioning in all 15 target schools
- 6,022 (2,969) interventions with struggling readers in Grades 1 to 3 in 2022 by the literacy coaches (including tutoring and library services)
- A total of 354 (150F) primary students attended the remedial learning of Khmer and Math during 2022
- 2 Modern 21st Century Libraries completed and operative for the new upcoming academic school year starting in Jan 2023.
- Menstrual corners established and functioning in all target schools.

Snapshots



↑ A student completes an interval test in reading as part of continuous assessment in all schools.



↑ Remedial class activities during school vacation help to address learning loss.

Student activities in a new modern library helps to enhance the status of rural schools as desirable places to learn. →



Key Activities

- 150 (87) out-of-school children/youth identified and received cash scholarships during 2022.
- All 15 schools have functioning Local Scholarship Management Committees (LSMC) that support monitoring scholarship students' performance and attendance in school, in close cooperation with their families.
- Early Warning Systems (EWS), designed to monitor the most vulnerable students to avoid dropouts, established and functioning in all 15 target schools.
- All 13 target primary schools established and organized remedial learning classes during the school year and during the school vacation time for Khmer and Math.
- Literacy coaches were identified in all target primary schools to support students' reading achievement in comparison to Reading Benchmarks for Grades 1 to 3.
- 882 (497 F) students participated in life skills classes using the P.A.C.E curriculum (Grades 7 to 9), during 2022. P.A.C.E aims to empower young adolescents, especially girls, by enabling them to develop self-awareness and decision-making skills.
- 282 adolescent girls (194 from ethnic minority groups) benefit from the establishment of menstrual corners.
- 354 (189F) students at low secondary school level participated in peer-to-peer dissemination activities on sexual reproductive health organized by 12 classroom masters trainers who were trained by the project.
- 15 schools established menstrual rooms/corners equipped with menstrual pads and additional items. 1,692 menstrual pads were distributed in all schools.
- Gender-responsive pedagogy training started for all 15 target schools with participation from a total of 31 teachers (13 F).
- Conduced the first 4 days of Leadership training to the Directors of the 15 target schools and local representatives of the 2 target districts of Andong Meas and BorKeo.
- EGRA baseline and mid-line conducted in 2022 to track learning progress.
- New 21st Century Libraries established in 2 lower secondary schools.

MOEYS LEADERSHIP PROFESSIONAL DEVELOPMENT PROGRAM TO ENHANCE LEADERSHIP AND GENDER EQUALITY (MOEYS LPD)

"Effective leadership is crucial to build the capacity of future female and male managers in the MoEYS."

Project Profile

Donor	The Asia Foundation/UNICEF – CDPF
Direct Beneficiaries	National and Subnational Level MoEYS Management Staff
Budget Received in FY2022	USD127,421
Unit Cost per Beneficiary	Not applicable
Provinces Covered	Phnom Penh, Siem Reap, Koh Kong, Sihanoukville, Takeo.
Districts Covered	Nationwide
Target Primary Schools	Not applicable
Target Secondary Schools	Not applicable
Start Date	08 February 2022
End Date	31 May 2023

Objective

- **Component 1:** Catering to the professional development needs of MoEYS central level managers (male and female). This component will lead to improved competencies among MoEYS central level leadership (up to around 750 staff), providing them with improved ability to meet the demands required of their professional positions.
- **Component 2:** Providing specific capacity development to meet the needs of women in leadership roles at targeted Provincial Offices. It is anticipated that around 40 women leaders at targeted subnational levels of MoEYS will demonstrate enhanced technical and professional competencies (having undertaken tailored professional development activities).

Figure 1 Participants Portfolio to keep evidence of the course activities and practice. →

Project Update

- Conducted a Training Needs Assessment in collaboration with Real-time Evaluation, which was completed through a 3-stage data collection process (online, FGD/Enrolment) with MoEYS management staff. The assessment focused on specific training needs. A total of 394 individuals were surveyed (392 female staff).
- Selected a total of 6 qualified trainers (3 more senior) to develop the future Leadership Development Training Program for Levels 1, 2, & 3.
- Supported the coordination of the enrollment of MoEYS staff in digital courses offered by the Cambodia Academy of Digital Technology (CADT) under the Ministry of Post & Telecommunications.
- Contributed to the development and finalization of the Leadership Development Manual, equivalent to a future credit for Continuous Professional Development.
- Started to collaborate with the Department of Information Technology (DIT) in uploading the Leadership Development training Manual in the u-learning/Moodle platform of the MoEYS. The training, in blended learning form, will start in March 2023.

Snapshot



Project Impact

Since February 08, 2022, KAPE has been a key implementation partner with The Asia Foundation (TAF) in the Leadership Professional Program targeting up to 750 MoEYS officials in management positions, for future Leadership and GESI training, linked with their role in the workplace. During 2022, the project established the Program Advisory Group and completed a training needs assessment and development of the foundation leadership course. The first stage of the project included a Training Needs Assessment (TNA) for which KAPE was responsible. The results of the TNA helped the team to define specific leadership and GESI training topics needed for MoEYS management, at both National and Provincial Level. KAPE provided inputs for the definition of both content and modality of delivery and supported the Senior Technical Adviser of TAF in the design of the training modules according to the criteria established by the Continuous Professional Development Management Office (CPDMO) for purposes of accreditation. The Senior Technical Adviser led the design of the general Leadership Development Module, with inputs from KAPE, while KAPE also led the design

of all content related to mentorship in the workplace. TAF and KAPE identified 5 additional elective topics and designed a 1 credit manual on mentoring in the workplace, which includes 15 hours of instruction and 30 hours of self-study and practical activities. The elective courses include: (1) Decision Making for Effective Leadership, (2) Mentoring in the Workplace, (3) Professional Continuous Development in the workplace: Managing and Developing Staff, (4) Advanced Learning: Gender Equality and Social Inclusion (GESI) and (5) Presentation/Public Speaking Skills.

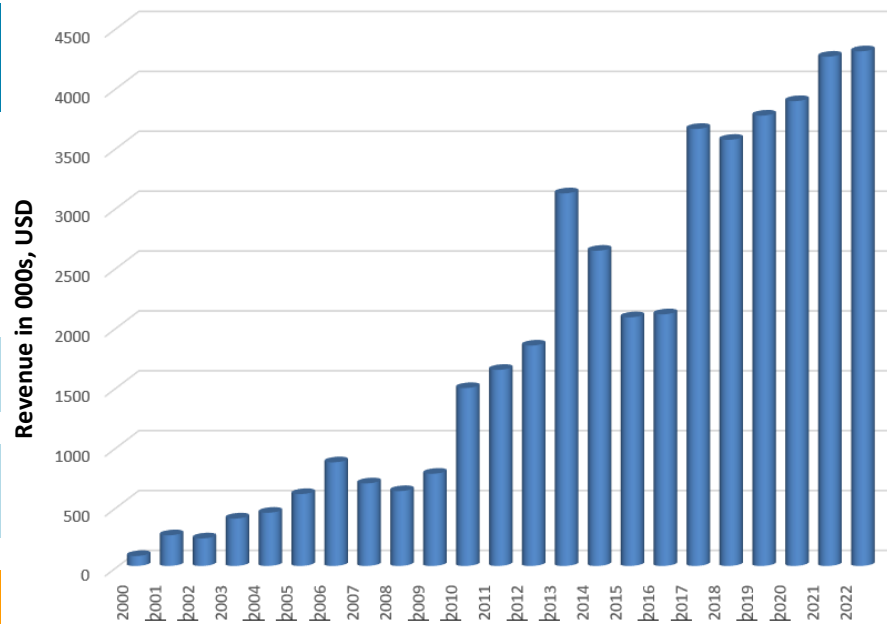
The subnational target participants, all women, will attend all training sessions; for national level, they will also be involved in an Action Project Program, designed by KAPE in the later stages of the training, for which they will have to mentor other staff in improving their professional development based on areas included in the Leadership Development Module and elective topics. In 2023, KAPE will start delivering the training. At the end of the project, all content will be finalized and made accessible through the Moodle Platform, in the MoEYS e-learning website.

Financial Highlights

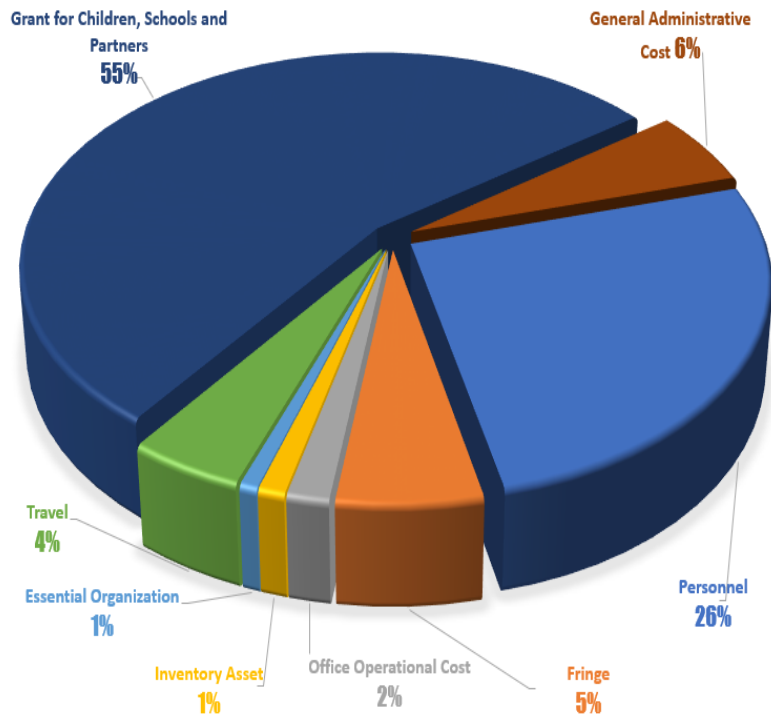
Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2022	4,325,764.76
Balance Forward from FY2021	534,294.38
Interest Income	2,042.81
Available Assets in FY22	4,862,101.95
Total Expenditure in FY22	4,429,617.40
Fund Utilization Rate	91%

Fund Receipt Trend



How was the money spent?



Revenue Streams in FY2022

Donors	Amount (USD)
Ministry of Education, Youth and Sport	1,804,557.07
European Union	495,115.32
Kinchan Foundation	480,294.97
ChildFund Cambodia	386,630.35
We World	227,415.00
ChildFund Germany	209,646.53
Asian Development Bank	201,245.46
PLAN International	185,127.22
UNICEF/The Asia Foundation	106,385.04
GAP Inc	70,000.26
Meta	44,249.25
Lotus Outreach	32,333.50
Family Franks Foundation	26,000.00
Oaktree Foundation	23,045.38
The Asia Foundation	14,609.38
ASEAN Foundation-Google	8,800.00
The Phoenix Foundation	7,481.35
Other	15.48
New Revenue Received FY 2022	4,325,764.76

A Note of Appreciation

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

Thank you!

KAPE Management Team FY2022

Board of Directors



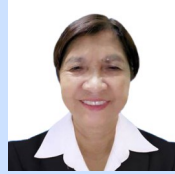
HEANG KOY
Chair



BUN RITHY
Vice Chair



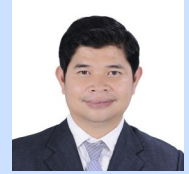
THOUCH THAT
Member



HEM MONY
Member



H.E. CHHAY TYLA
Member



THORN VANDONG
Member

Senior Management Team (SMT)



SAO VANHA
Executive Director



HIN SIMHUON
Vice Director & Tech, Manager



KURT BREDEBERG
Senior Technical Adviser



BO SAMBATH
Finance Director



CHUON SARAN
HR & Admin Manager



HEM MARY
IEP Coordinator



UL RUN
Senior National Adviser



MAI SARITH
Technical and advocacy coordinator

KAPE Management Team Members and Advisers



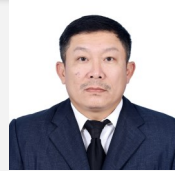
H.E. DR. CHAN ROATH
NGSTC Manager



DR. SUN SOMARA
Training Coordinator



KUM MENG HOUR
Extra-Curricular
Consultant



PICH SOPHOEUN
Program Manager



SLESS TAHIEITH
Program Manager



OEUN BORA
Program Manager



MOM LEY
Program Manager



NOU SINATH
Program Manager



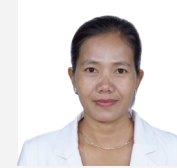
MENG KIMHUN
Finance Manager



SAR SOPHANAK
Ed Tech Coordinator



PHANN BUNNATH
Accreditation Coordinator



SET SOLEAKNA
Reading Coordinator



TOM TITONA
Program Manager



SUM VANNAK
Publishing Manager
(TTO***)



LORK RATHA
Project Team Leader



SOK KIMHEANG
Senior Trainer



KUL VANDY
Education Project
Manager



BEAN CHANNY
NGS Second. Coordinator



OEUR SAWIN
Senior Comms. Officer



PHAL SOVANTHY
Education Quality Specialist



VANN SOK SARAK
M&E Manager



CHUON MUOILY
Primary Ed Team Leader



DR. DAAUID VAANANEN
Technical Adviser



STANISLAS KOWALSKI
Technical Adviser



PAOLA MASSA
Education Adviser

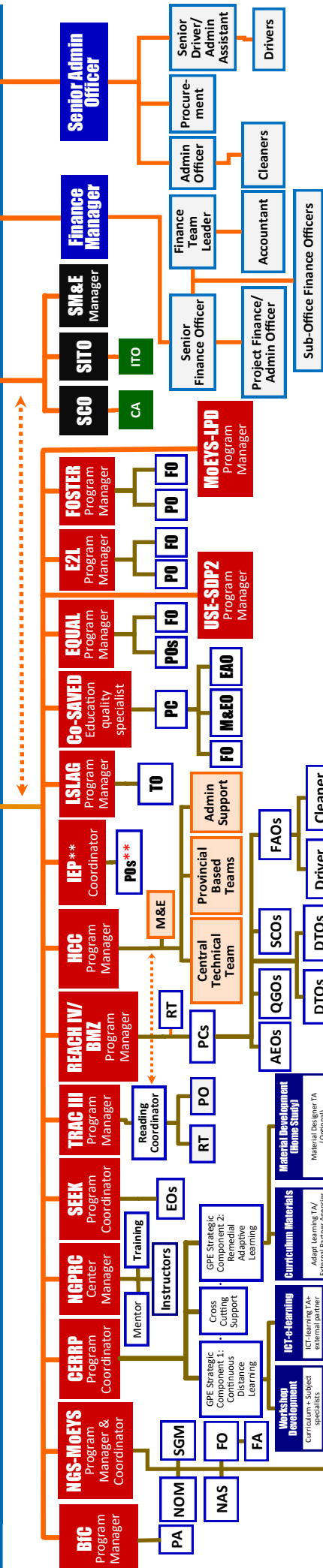
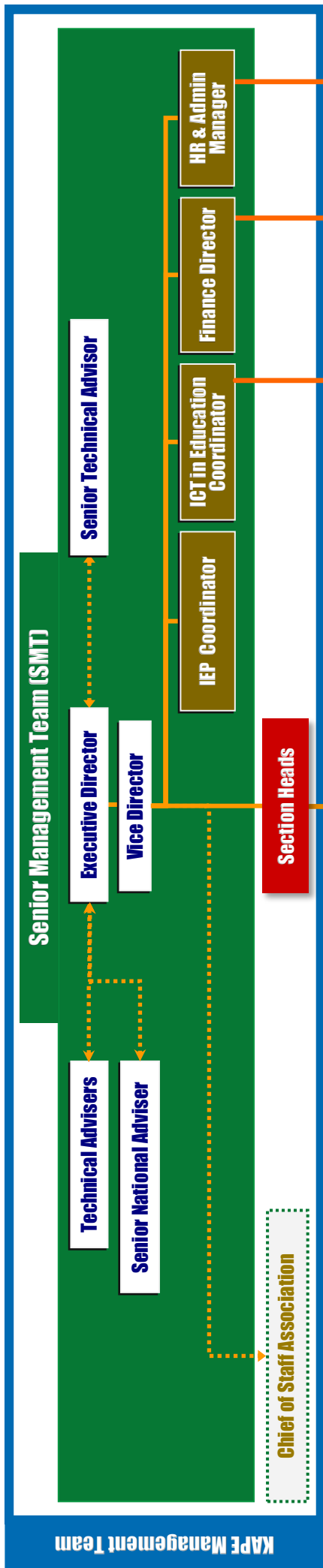


DR. JILL (KILA) REIMER
Technical Adviser



MONTELLO MARIA
Technical Education Adviser

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



KAPE ORGANIZATION CHART 2022

PEP/DCD Primary Education Department/ Department of Curriculum Development

PO Program Officer

REACH/BMZ Reinforcing Education Access with Community Health/BMZ

RT Reading Trainer

RTL Research Team Leader

SCO Senior Communications Officer

SA School Animators (2)

SAC School Access

SCOs Senior Community Officers (CIA)

SEA Science Education Assistant

SEEK Strengthening Education and Employability in Kampuchea

SETL Science Education Team Leader

SGM School Governance Mentors (2)

SITO Senior Informatic Technology Officer

TL Team Leader

TO Training Officer

TRAC III Total Reading Approach for Children

USE-SDP2 Upper Secondary Education-Sector Development Program

Education PO

IEP Inclusive Education Program

ITO Informatic Technology Officer

KLS Khmer Language Specialist

LSLAG Life Skills Learning for Adolescent Girl Project

M&E Monitoring & Evaluation

M&EO Monitoring & Evaluation Officer

MoEYS-LPD MoEYS Leadership Professional Development Program to Enhance Leadership and Gender Equality

NAS NGS Adviser (ICT in Education)

NGPRC New Generation Pedagogical Research Center

NGSI New Generation School Initiative

NIO NGS in ICT Officer

NOM NGS Operations Manager

QGOs Quality and Governance Officers

PA Program Assistant

PC Provincial Coordinator

CCO Career Counseling Officer

DPO District-based Program Officer

DTOS District Technical Officers

E2L Easy to Learn

EAO Education Access Officer

EOs Enhancing Quality Learning for Out Of School Children

FAO Finance-Admin Officer

FO Finance Officer

FOSTER Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project

GES General Education Specialist

HCC Happy Cambodian Children Project

ICT in ES Information Communications in Education Specialist

ICTPO Informatic Communications Technology in Education

Career Counseling Officer

District-based Program Officer

District Technical Officers

Easy to Learn

Education Access Officer

Enhancing Quality Learning for Out Of School Children

Finance-Admin Officer

Finance Officer

Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project

General Education Specialist

Happy Cambodian Children Project

Information Communications in Education Specialist

Informatic Communications Technology in Education

Section Heads

Two-way arrows = Relationships with Advisers, reading coordinator and ICT.

Dashed Boxes = Autonomy. The Staff Association is a fully autonomous collective.

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

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