



# KAMPUCHEA ACTION TO PROMOTE EDUCATION (KAPE)

*"Development with a Human Face"*



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# Annual Report 2023

Released on 23 February 2024

(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 FY2023 that started in January and ended in December of this year. The current year has once again been a good one for the agency with strong program development, stable funding, and strong relations with government. In a milestone event, KAPE hosted its first international conference in 2023, an event of great importance that helps establish the agency's reputation outside of Cambodia as well as within. The Board congratulates KAPE on

delivering a good year of strong performance in all respects and we look forward to continuing successes in the years to come.

**Mr. Heang Koy**  
KAPE Board Chairman



KAPE is a local non-profit NGO working primarily in the formal education sector in 18 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 160,000 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 delighted to share the present annual report with our stakeholders summarizing key events and activities during the 2023 program year. The agency ended the year with 21 projects or one less than last year, but still very high by historical standards. Indeed, several projects such as the Happy Cambodian Children Project began a major expansion with the addition of 14 new schools to the program bring total supported to schools to 55 with 15 more planned for 2024. KAPE's New Generation School Program also expanded adding 2 new schools to the program's current portfolio. Thus, although programming decreased slightly, overall funding increased to a new high of about \$5 million in 2023, the highest funding level ever in KAPE's history.

A major trend in KAPE programming this year was a rapid expansion into digital education as per the agency's Five-Year Strategic Plan. This year, KAPE conducted a major digital education survey with its partner Child Fund Cambodia and began the implementation of 3 new digital education programs with funding from various donors including Meta, Google-ASEAN Foundation, and UNESCO, while 2 more digital education programs are now in the pipeline with funding from Child Fund Korea and Lichtenstein Economic Development (LED). These new programs are scheduled to start in 2024. KAPE is also reaching out to important private sector partners in the digital sphere such as *Everybody Counts* (UK) and Pearson (USA) to integrate globally recognized educational learning platforms into agency programming.

Another major trend in 2023 programming relates to increasing focus on life skills education with strategically important partnerships with the Gap Foundation to promote the globally recognized Personal Advancement and Career Enhancement curriculum (P.A.C.E.) as well as a new partnership with UNICEF where KAPE is developing localized life skills testing batteries and new life skills manuals that promote soft skills acquisition.

During 2023, KAPE organized its first international conference called *International Conference on Autonomous Schools as a Key to Education Reform*. Over 100 academics, project practitioners, government officials, and development partners attended the conference, which took place at the Sokha Phnom Penh Hotel. The conference marks an important strategic step forward towards raising the profile of New Generation Schools as a regional model that could help replicate the use of autonomous schools in other countries such as Lao PDR, Thailand, and Bangladesh.

KAPE also achieved some major breakthroughs in programming with the publication of Cambodia's first manual on Project Work Methodology, which is now a key pedagogical strategy of MoEYS. MoEYS has adopted the manual and supported a national launch to promote its dissemination and implementation.



KAPE continued its gradual transition away from bilateral and multilateral donors towards private foundations, corporate donors, and the Royal Cambodian Government. In 2023, KAPE counted 15 donor agencies in 2023 of whom only 5 were bilateral or multi-lateral in nature. In addition, less than 20% of agency revenues are bilateral/multilateral compared to 80% in the last decade. This transition helps give KAPE more freedom in program development, avoids donor-driven agendas, and reduces pressure on the agency's administration by avoiding the demands of large donor bureaucracies.

KAPE would like to thank all stakeholders and partners for their full support during 2023 and we look forward to more positive achievements in the new year.



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Executive Director



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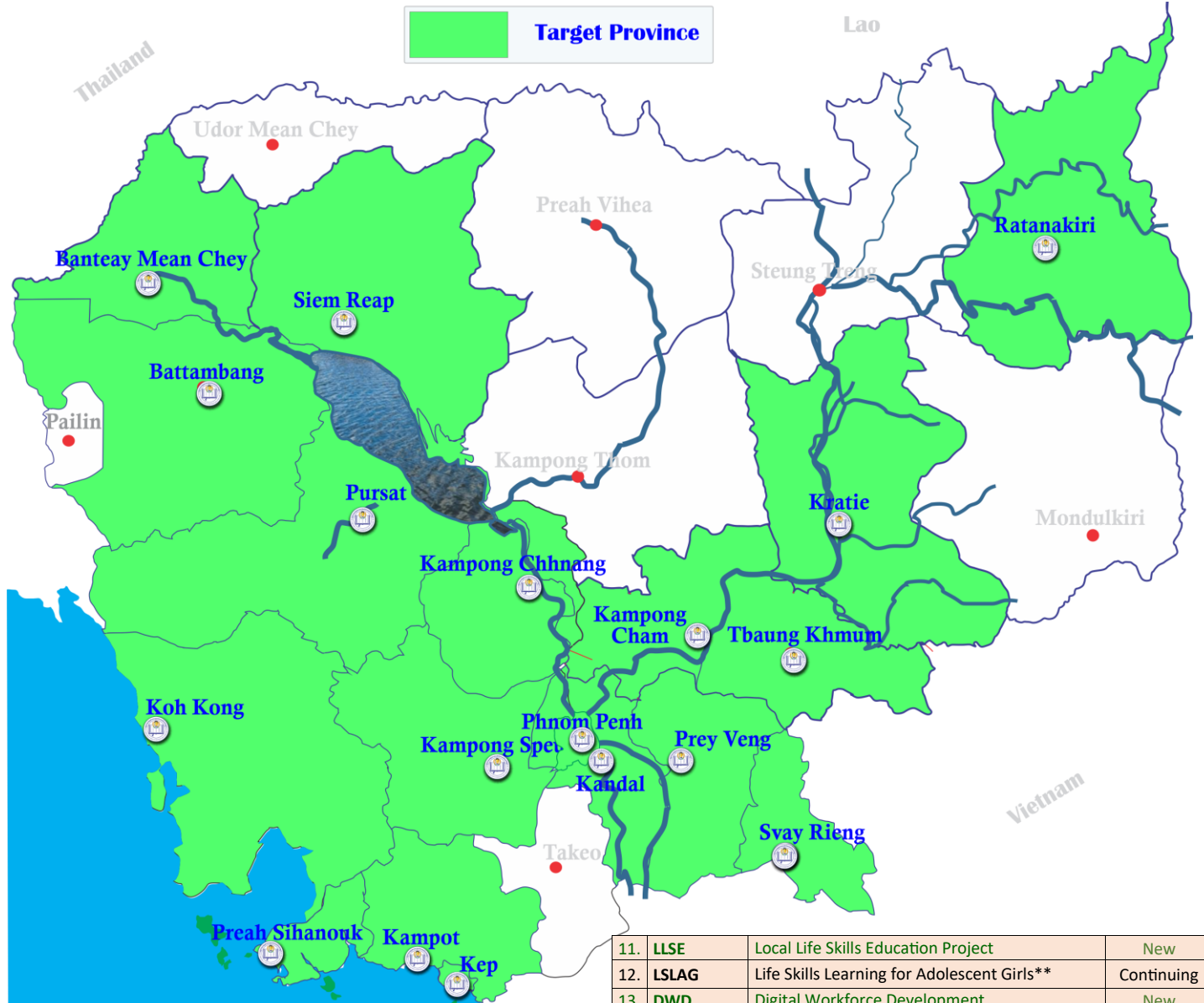
# Agency Overview for the Year

During 2023, KAPE has been able to maintain a historically large program portfolio encompassing 21 projects (see table), which is one less than last year. In spite of the small decline in the number of projects, several of KAPE’s existing projects expanded their coverage while the agency’s funding portfolio actually expanded to over \$5 million, a new record.

KAPE-implemented projects continue to span 18 provinces and benefit about 160,000 children and youth. The agency has 15 donors in all ranging from large foundations to corporate partners as well as the Royal Cambodian Government. KAPE

continues to have some number of bilateral and multi-lateral donors but their importance as a source of funding continues to decline as part of a deliberate strategy to move away from such funding. The rationale behind this strategy is to increase agency independence from donor-driven agendas that are often at odds with agency goals and beliefs.

KAPE also continues to be very proud of its very close relationship with the Ministry of Education, Youth, and Sport. KAPE is perhaps the only organization to actually be funded directly by the Ministry with taxpayer *(Continue to page 6...)*



21 Projects in 2023		Status
1.	<b>ADLP</b> ASEAN Digital Literacy Programme	Ending
2.	<b>BfC</b> Books for Cambodia	Continuing
3.	<b>CO-SAVED</b> Consortium for Sustainable Alternatives & Voice for Equitable Development	Continuing
4.	<b>E2L-PV</b> Easy to Learn-Prey Veng	Ending
5.	<b>E2L-Kr</b> Easy to Learn-Kratie	Continuing
6.	<b>EQUAL</b> EQUAL	Continuing
7.	<b>FLP</b> Financial Literacy Program	New
8.	<b>FOSTER</b> Fisher Folk Making Circular Economy Work	Continuing
9.	<b>HCC</b> Happy Cambodian Children	Continuing
10.	<b>KDLP</b> Khmer Digital Literacy Programme	New

11.	<b>LLSE</b> Local Life Skills Education Project	New
12.	<b>LSLAG</b> Life Skills Learning for Adolescent Girls**	Continuing
13.	<b>DWD</b> Digital Workforce Development	New
14.	<b>MIDL</b> Media & Information Digital Literacy Program	New
15.	<b>MLPDP</b> MoEYS Leadership Professional Development Program	Ending
16.	<b>NGPRC</b> New Generation Pedagogical Research Ctr.	Continuing
17.	<b>NGSI (Secondary)</b> New Generation School Initiative (Secondary Level)	Continuing
18.	<b>NGSI (Primary)</b> New Generation School Initiative (Primary Level)	Continuing
19.	<b>BMZ/REACH</b> Improved Employability of Better Skilled Youth in Cambodia and for Work-Migrating Youth Project	Continuing
20.	<b>EGLA</b> Early Grade Learning Assessment	Ending
21.	<b>USE-SDP 2</b> Upper Secondary Education – Sector Development Project 2	Ending

(...Continue from page 5) receipts. The Ministry approved a 9<sup>th</sup> year of direct funding for 2024 to continue the implementation of New Generation School reforms. MoEYS continues to be KAPE's largest donor providing \$1.8 million in annual funding to the agency during the present fiscal year to support New Generation School educational reforms and the operation of the New Generation Pedagogical Research Center at the National Institute of Education (NGPRC). Importantly, KAPE is now seeing an expansion in its New Generation School programming with two new sites now in planning in Siem Reap and Prey Veng Provinces. Additional sites may also be added to the NGS System through the MoEYS' latest project agreement with the Asian Development Bank. A total eight New Generation Schools will be supported through this new project.

In terms of publications, KAPE continued to produce a large number of strategically important manuals and research articles to provide a strong evidence base for its programming. Many of these publications were developed in collaboration with the New Generation Pedagogical Research Center, which KAPE manages on behalf of the MoEYS. Key manuals and articles produced this year included a publication on Project Work Methodology, Computational Thinking, and a revised manual on Constructivist Learning. The agency also produced 15 research articles on autonomous schools as part of the *International Conference on Autonomous Schools* that was hosted by KAPE in September 2023. These manuals and publications are now available on the KAPE website: <http://www.kapekh.org/en/publications-media/26/>.

[publications-media/26/](http://www.kapekh.org/en/publications-media/26/).

In 2023, KAPE experienced a rapid increase in the number of projects focused on digital education. Many of these new projects build on expanded ties with the private sector such as Meta and Google, which have funded new projects to develop and disseminate new curricula on ICT and Media & Information Digital Literacy (MIDL). KAPE is also expecting over \$1 million in new funding focusing on digital education in 2024 through such donors as Child Fund Korea and Lichtenstein Economic Development.

KAPE's overall financial situation continued to improve during the year with annual revenues jumping from **\$4.32 million** in FY2022 to **\$5.02 million** in FY2023 or an increase of **17%**. At the end of the year, KAPE counted 15 donors and partners including new or returning donors such as *Kinchan Foundation, Meta, and WeWorld*. Nevertheless, it is important to note that about **37%** of agency revenues are now coming from the *Ministry of Education, Youth, and Sport*, making the Royal Cambodian Government KAPE's largest donor. Another **50%** is coming from private foundations and the private sector while the remainder is bilateral or multilateral. Fund utilization rates during the year stood at **87%**, which is quite high given the size of KAPE's portfolio. As in past years, **62%** of agency resources were spent on beneficiary support including educational services, school materials and equipment, school grants, and research in FY2023.

## A Glance into the Future . . .

As five projects were scheduled to end in 2023, 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 digital education, and gender equality. In all, 14 project designs were submitted for donor review and approval in 2023. Of these, nine were successful

while four are still pending (see Asia Foundation, ADB, UNESCO, and ROTA<sup>1</sup>). This constitutes a 64% success rate. Three 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 at least 18 or more projects in the next fiscal year, depending on the status of project proposals that are still pending.

## Program Development Summary for 2023

Program Name	Partners	Donor	Status	Duration
1. Ponlok Chamnaes Policy Research	New Generation Pedagogical Research Ctr.	The Asia Foundation - AusAID	Pending	Pending
2. Upper Secondary Education -Sector Development Project	MoEYS	Asian Development Bank	Pending	1 year
3. Digital Visualization Skills Accelerator Program (DViTSA)	MoEYS Aptessence	Lichtenstein Economic Development	Successful	1 Year
4. Improving Digital Education for All Learners (IDEAL)	MoEYS	Child Fund/Korea	Successful	3 years
5. Local Life Skills Development Project	MoEYS	UNICEF	Successful	6 months
6. Media Information & Digital Literacy Capacity Building (MIDL) (Extension)	UNESCO	UNPRPD	Pending	6 months
7. Enabling CSOs to Promote Active Citizens	WeWorld-GVC Child Fund, CRDT	EU	Not successful	3 Years
8. Global Learners Project	CARE	ROTA	Pending	3 Years
9. Happy Cambodian Children (Extension)	Krousar Yoeung	Kinchan Stiftung	Successful	1 Year
10. Khmer Digital Literacy Programme (Extension)	MoEYS	Meta	Successful	1 Year
11. Life Skills Learning for Adolescent Girls (Extension)	MoEYS	Gap, Inc.	Successful	2 Years
12. New Generation Pedagogical Research Center (4 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
13. New Generation Schools Initiative/Primary School Level (5 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
14. New Generation Schools Initiative/Secondary School Level (7 <sup>th</sup> Extension)	Franks Family Foundation	MoEYS	Successful	1 Year

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE HOSTS INTERNATIONAL CONFERENCE ON AUTONOMOUS SCHOOLS

KAPE hosted its first international conference at the Phnom Penh Sokha Hotel in Phnom Penh on 28-29 September 2023. It was a great honor for KAPE to have the Deputy Prime Minister of the Royal Government, H.E. Hang Chuon Naron, join this event as the keynote speaker. The conference sought to inaugurate a new Secretariat that will be run by KAPE called the New General School International Secretariat. The Secretariat is being created to bring attention to global efforts to establish autonomous public schools as a key strategy through which to promote educational reforms focused on improved educational quality in the Southeast Asia Region and beyond. The conference in particular focused on specific exemplars of

autonomous schools such as *New Generation Schools*, which are now being expanded in two countries in the region (Cambodia, where it began, and Lao PDR). Similar exemplars of autonomous schools were also showcased such as *World Class Schools* in Thailand, Charter Schools in the United States, Academies in the UK, etc. Over 100 people joined the conference. The conference included many international speakers including those from the National University of Laos, the HEAD Foundation from Singapore, and Lamplimat Foundation from Thailand. KAPE hopes that this conference will be an important first step towards more regional efforts to establish autonomous schools.



*H.E. Dr. Hang Chuon Naron, Deputy Prime Minister of the Royal Cambodian Government, delivers the Keynote Address at the KAPE-hosted International Conference on Autonomous School at the International Sokha Phnom Penh Hotel on 28 September 2023. KAPE was greatly honored to have the Deputy Prime Minister make such an important contribution to the conference and very much appreciated his thoughts and input.*

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE INVITED BY ASEAN FOUNDATION TO RECEIVE PARTNERSHIP AWARD

In 2023, KAPE received an award from the ASEAN Foundation and Google to implement the ASEAN Digital Literacy Program (ADLP). The program focused on lessening the digital divide in Cambodia and other ASEAN nations by preventing the spread of disinformation in online environments. The program trained over 70 national trainers who will be working at multiple levels to strengthen the ability of vulnerable populations to withstand the damaging influence of disinformation and misinformation. Mr. Sao Vanna, KAPE Executive Director and Mr. Sar Sophanak, ICT Coordinator in KAPE travelled to Bali, Indonesia on 13-17 November 2023 to participate in an awards ceremony and reflection meeting on the impact of the project and a possible continuation of programming.



## NOREC INVITES KAPE TO ATTEND INAUGURAL MEETING TO START REGIONAL STAFF EXCHANGES



Mr. Sao Vanna, KAPE Executive Director and Mr Sar Sophanak, Staff Exchange Coordinator (Center) stand with Mr. Yean Sochetra (far left) and Ms. Seath Chhunlay (far right), who are volunteers going to Bangladesh. (in Kathmandu, Nepal)

KAPE signed an agreement with NOREC in 2023 to participate in staff exchanges with a Bangladeshi organization called Nobo Jibo to learn about each other's programming with the hope of promoting the sharing of innovative ideas in development between the two agencies. The exchange will last for two years in which two Cambodian staff will go to work in Bangladesh while two Bangladesh staff will come to work in Cambodia to learn about the New Generation School Program. The KAPE Executive Director and Program Coordinator travelled to Kathmandu Nepal during 2-8 October 2023 to attend the inauguration of the exchange and bring two KAPE volunteers to an orientation on how the exchange will unfold.



# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## ATTENDANCE OF HWPL INTERNATIONAL PEACE SUMMIT

Mr. Sao Vanna, the KAPE Executive Director attended an international conference on promoting conflict resolution skills as part of life skills education in the East Asia Region. The HWPL (Heavenly Culture, World Peace, Restoration of Light) International Peace Summit took place in Seoul Korea during 17-21 September 2023 in order to bring together educators, writers, and political leaders to work together towards world peace. HWPL is an international peace NGO founded for global peace and cessation of war. The conference in Seoul Korea hosted over 500 participants and saw considerable outreach to establish working relationships with local NGOs in many countries throughout the East Asia Region to train youth to work for peace. KAPE hopes to sign an MoU with HWPL in 2024 to begin efforts to build conflict resolution activities into its regular programming.



## KAPE ORGANIZES VISIT FOR KINCHAN FOUNDATION TO EXPAND PROGRAMMING IN CAMBODIA



In November 2023, KAPE organized a visit for Mr. Hartmut Giesecke, Chairperson of the Kinchan Foundation and Ms. Kiyoko Giesecke, his daughter, to review new sites for a planned expansion of the Happy Cambodian Children Program. The Kinchan Foundation, which is based in Lichtenstein, currently supports 55 primary schools in remote areas through KAPE and plans to eventually increase program scope to 100 schools. The foundation has already invested over \$7 million in Cambodia’s education system for quality upgrading and hopes to invest a comparable amount over the next five years. Foundation representatives met with many key stakeholders in Cambodia during their two-week visit including several provincial governors, provincial directors of education, as well as local school and community leaders in prospective target areas.

*A delegation from the Kinchan Foundation poses with the provincial governor of Ratanakiri Province during an information gathering mission.*

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE INVITED TO PARTICIPATE IN INTERNATIONAL CONFERENCE ON TEACHER EDUCATION



*Mr. Phann Bunnath, NGS Accreditation Coordinator, voices a view on teacher education to international educators.*

As KAPE grows in prominence as an important source of technical assistance and cutting-edge programming, the agency is increasingly being invited to important conferences to plan for future development of the education system. In June 2023, KAPE sent two senior advisers to attend an international workshop on *Cambodia Teacher Education and Future toward SDGs*, which was organized at the Hyatt Regency in Phnom Penh. The conference was sponsored by Japan International Cooperation Agency (JICA). Mr. Ul Run, Senior National Adviser, and Mr. Phann Bunnath, Accreditation Coordinator for New Generation Schools, both attended this workshop as KAPE representatives and were able to make many valuable contributions relating to agency work in teacher education including the importance of mentoring, new software programs on teacher education, and promoting project work in Cambodian classrooms.

## KAPE RECEIVES RECOGNITION FOR EXTENSIVE INVESTMENTS IN SCHOOL REHABILITATION FROM MOEYS

Over the last four years, KAPE has invested over \$2.7 million in primary school infrastructure upgrading with support from the Kinchan Foundation. Hundreds of classrooms in remote areas have been rehabilitated through these efforts. The Ministry of Education, Youth, and Sport gave recognition to these efforts at an elaborate ceremony at Chheu Khleum PS in Tbaung Khmum Province on 31 October 2023. The ceremony was presided over by H.E. Vong Phirun, Undersecretary of State as well as the Deputy Provincial Governor, POE Director, and many others. Mr. Hartmut Giesecke and his daughter were present at the ceremony and joined the KAPE Director and other project staff for the ceremony.



# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE SUCCESSFULLY COMPLETES STAFF RETREAT FOR THE FIRST TIME SINCE COVID19



KAPE successfully completed its staff retreat in April 2023 in Sihanoukville Province. This was the first staff retreat to occur for the agency since the beginning of the Covid19 Pandemic, when large meetings were not allowed under a decree from the Royal Cambodian Government. As things have returned to normal, KAPE was finally able to bring all of its staff together in one place to reflect on program implementation over the last year, new strategies, and future directions. KAPE Retreats are now very large affairs with over 100 staff members spread across 13 provinces.

## KAPE LAUNCHES KHMER DIGITAL LITERACY PROGRAM WITH META & MOEYS

In October 2023, KAPE and its partner Meta launched the Khmer Digital Literacy Programme (KDLP) for implementation at New Generation Schools (NGS). This initiative aims to enhance the quality of digital education skills using the WeLearnDigital curriculum developed by Meta. KAPE will work with MoEYS to localize this curriculum so that it is suitable for the Cambodian context. The official launch ceremony took place at the Hyatt Regency Hotel in Phnom Penh and was attended by approximately 50 individuals. During the launch ceremony, MoEYS Secretary of State Kim Sethany highlighted that the government places education at the forefront, marking it as the high priority among the significant reforms undertaken by the government. KAPE places high value on its collaboration with Meta, as an important step forward in its outreach to the private sector, especially in the digital area.



KAPE Director helps launch KDLP with Meta & MoEYS.

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KEY KAPE PUBLICATION LAUNCHED BY MOEYS FOR NATIONAL DISSEMINATION



*H.E. Dr. Hang Chuon Naron provides guidance about his expectations for teacher training at the official launch of the Project Work Manual at Prek Leap New Generation School.*

One of the key publications developed by KAPE during 2023 refers to the Project Work Methodology Manual, which was designed by the New Generation School team. This manual responds to a request from the Minister of Education, Youth, and Sport to document this teaching method in the form of a hands-on training manual. Project work methodologies are seen as a way to support the teaching of higher order thinking skills such as analysis, creativity, and evaluation. Although New Generation Schools have been producing thousands of student projects every year now, the training program provided to teachers to achieve this had not been systematically documented until now.

Given this important achievement, H.E. Dr. Hang Chuon Naron, Deputy Prime Minister and Minister of Education, Youth, and Sport asked KAPE to organize a launch ceremony for the manual at Prek Leap New Generation School in Phnom Penh, which took place in August 2023. The manual has now been officially adopted by MoEYS and will be used in Teacher Training Institute, in-service programs, and other venues to promote the dissemination of project work method.



## KAPE SUPPORTS STEM EDUCATION CONFERENCE ORGANIZED WITH HEAD FOUNDATION



*STEM Education Panel Discussion: The HEAD Foundation & KAPE bring together experts in educational reform at the STEM Education Forum to discuss new STEM education strategies.*

A key collaboration organized in 2023 concerns KAPE's Partnership with the HEAD Foundation in Singapore. On 4-5 April 2023, 45 STEM and mentoring practitioners from the SEAMEO STEM-ED Centre, MoEYS, schools, and non-profit organizations from Southeast Asia came together at Sisovath New Generation School to discuss STEM education and mentoring in the region, with a specific focus on Cambodia (<https://headfoundation.org/2023/06/19/stem-mentoring-forum/>).

# SPECIAL NEWS AND INTERNATIONAL EVENTS

*“Development through networking and outreach”*

## KAPE SENDS TRAINING TEAM TO LAO PDR TO ASSIST NEW GENERATION SCHOOL DEVELOPMENT

The Franks Family Foundation has been supporting the development of New Generation Schools in Laos since 2018. In order to expedite its implementation of teacher development activities there, the Foundation requested KAPE to assist with the delivery of a Foundational Workshop on NGS Methodologies that is currently used in NGS/Cambodia. Three KAPE educators were sent to Laos to provide this assistance. The training program lasted for 10 days and took place in late July 2023 in Vientiane. The KAPE team trained about 30 Lao educators. The training was well received by Lao colleagues, and it is hoped that this cooperation between Laos and Cambodia will continue in the future.



*Mr. Ul Run, Senior National Adviser in KAPE does a presentation on NGS methodologies for educators in Lao PDR.*

## EXPOSURE VISIT FOR CAMBODIAN EDUCATORS IN THAILAND



*Teachers and administrators from Prek Leap HS pose for picture with Thai colleagues from Nong Bua HS in Buriram Province.*

On 25-27 June 2023, KAPE organized an exposure visit to Buriram Province in Thailand for almost 200 Cambodian educators working in the New Generation School System. Buriram Province has many Khmer speakers, which makes it an especially suitable place for an exposure visit. These exposure visits are intended to broaden the perspectives of educators in the NGS System by introducing them to best educational practices in other education systems. Several schools participated in the visit including Prek Leap HS, Kok Pring HS, Prek Anchanh HS, Akhea Mahasei PS, and the Demonstration School. The visit took educators to three schools that are all very different in their approach to education. This included Lamplimat School, Chulaphorn Science High School, and Nong Bua High School. The exposure visit included presentations, classroom observations, and a reflection meeting at the visit's conclusion. Several Cambodian schools also signed Memoranda of Understanding with Thai schools to ensure that there is continued communication between them following the conclusion of the exposure visit.

## TTO HIGH LIGHTS

### 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).



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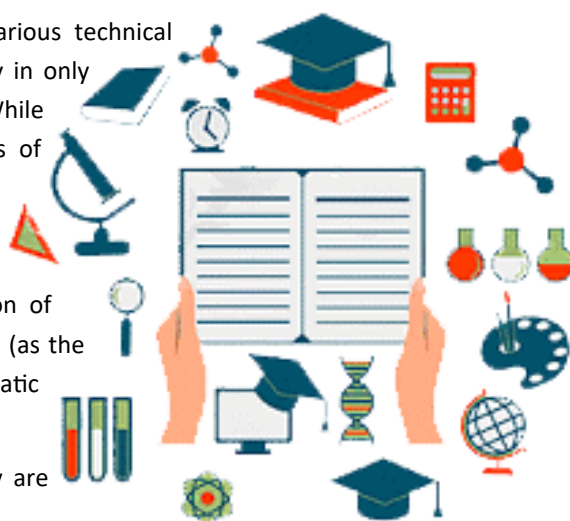
↑ TTO participated in displaying its teaching and learning aids during the 10<sup>th</sup> National Book Fair at the Koh Pich hall in Phnom Penh and during the Provincial Book Fair in Siem Reap province. It was a great opportunity for TTO to promote teaching and learning aids and advertise a special discount for its customers. ↓



# 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 seven other areas, as can be seen in the table below. This level of diversification harmonizes with KAPE’s Strategic Plan (2021-2025), which has consistently called for increased technical diversification in KAPE’s programming. A major change in the classification of technical subsectors was the elimination of Covid19 Response programming (as the normalization process in the education system accelerates) and a dramatic increase in the number of projects that are focusing on ICT in Education.

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, 2023

KAPE Projects (2023)	ACRONYM	Charter School Development	ICT in Education	Teacher	Inclusive Education	Early Grade Reading	Preschool Programming	Infrastructure	Library	Life Skills & Career Counseling
1. ASEAN Digital Literacy Programme	ADLP		✓						•	
2. Books for Cambodia (BfC)	BfC								✓	
3. Consortium for Sustainable Alternatives & Voice for Equitable Development	COSAVED		•	✓	✓	✓	✓		✓	✓
4. Easy to Learn-Prey Veng	E2L-PV		✓	✓	✓	✓			✓	✓
5. Easy to Learn-Kratie	E2L-Kr		✓	✓	✓	✓			✓	✓
6. Enhancing Quality Learning for Out of School Children	EQUAL		•	✓	✓	✓			✓	✓
7. Financial Literacy Program	FLP		•	✓	•	•			•	✓
8. Digital Workforce Development	DWD		✓							
9. Fisherfolk Making Circular Economy Work	FOSTER		•	✓	✓	✓	✓		✓	✓
10. Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓
11. Khmer Digital Literacy Programme	KDLP		✓	✓	•					✓
12. Local Life Skills Education (LLSE) Project	LLSE			✓						✓
13. Life Skills Learning for Adolescent Girls**	LSLAG				✓					✓
14. Media & Information Digital Literacy	MIDL		✓	✓	•					✓
15. MoEYS Leadership Professional Development Program	MLPDP		✓		✓					
16. New Generation Pedagogical Research Ctr.	NGPRC	✓	✓	✓	•					•
17. New Generation School Initiative (Secondary Level)	NGS-P	✓	✓	✓	✓	✓		✓	✓	✓
18. New Generation School Initiative (Primary Level)	NGS-S	✓	✓	✓	✓			✓	✓	✓
19. Reinforcing Education Access with Community Help	REACH IV			✓	✓	✓	✓		✓	✓
20. Early Grade Learning Assessment	EGLA					✓				
21. Upper Secondary Education – Sector Development Project 2	USE-SDP2		✓	✓				✓	✓	✓
<b>Total Projects Working in Each Sector</b>		<b>3</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>15</b>

## Project Profile

<b>Donor(s)</b>	MoEYS; Franks Family Foundation
<b>Direct Beneficiaries</b>	6,679 Students (Secondary) 2,508 Students (Primary) <b>9,187 Students (Total)</b>
<b>Budget Received in FY2023</b>	USD1,680,000
<b>Unit Cost per Beneficiary</b>	USD201.00 (Secondary) USD130 (Primary)
<b>Provinces Covered</b>	5 (Phnom Penh, Kg Cham, Kg Speu, Kandal, Svay Rieng)
<b>Districts Covered</b>	7
<b>Target Secondary Schools</b>	6
<b>Target Primary Schools</b>	4
<b>Start Date</b>	October 2015
<b>End Date</b>	Open-ended

## Project Update

The New Generation School Program completed its 8th year of operation with funding support by MoEYS. During the year, the NGS System has continued to strengthen its internal operations with a focus on several key areas including improved school-based financial management, school accreditation, and monitoring & evaluation. The NGS System also continues to provide an important platform to MoEYS to undertake new experimental initiatives such as the Gaming Technology Skills Accelerator Program and the development of cutting-edge training manuals such as the one just developed on "Implementing Project Work Method."

## Milestone Events in 2023

- **Accelerating Sustainability:** Parental contributions to New Generation Schools continued to break records reaching \$1.8 million in 2023.
- **Declining Unit Costs:** Unit costs continued to decline during the year as parental support for programming increased dramatically.
- **Establishment of the Preah Sisovath Annex at Yukanthor HS:** MoEYS has decided to introduce New Generation School programming to Yukanthor HS in the form of an extension of Preah Sisovath HS into the Yukanthor school campus, creating an 11th New Generation School in the NGS System.
- **Peaking Enrollment:** The number of students enrolled in the NGS System continued to grow this year reaching a total of 9,187 students, up from 7,970 students in 2022 or an increase of 15%.
- **International Conference on Autonomous Schools:** The NGS Office organized a major international conference to promote the concept of autonomous schools not only in Cambodia but also in the region. Representatives from several countries including Singapore, Thailand, and Lao PDR made compelling presentations and the conference laid the groundwork for the establishment of an International NGS Secretariat.
- **Completion of Project Work Manual:** The NGS team undertook a major new activity to produce a hands-on training manual focusing on Project Work Method. The manual systematizes and documents the knowledge and practices in Project Work that have been generated by New Generation Schools.
- **Planning for Expansion:** The increasing magnitude of parental support to the NGS System has freed up resources provided by MoEYS for implementation costs. As a result, MoEYS and MoEF have both agreed to allow the program to expand to 2 new schools.
- **EGRA Zero Scores Drop to less than 4%.** EGRA testing in New Generation Schools demonstrated that children in NGS Primary Schools have the highest reading rates of any development project in Cambodia. Nearly all children can read words at Grade 1, even in rural schools. This compares with national reading scores where 58% of Grade 1 children cannot read a single word after one year of study.

## 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 2023

- **Expansion of Robotics Courses in All New Generation Schools:** Following a successful pilot at Kampong Cham HS in 2022, the NGS System expanded Robotics programming to all schools in 2023.
- **Teacher Mentoring:** The roll-out of school-based mentoring continued to accelerate in 2022 with a total of 38 mentors now allocated to the NGS System.
- **Manual Development:** NGS Staff have continued to focus heavily on the development of new technical manuals on key topics such as Project Work Method, M-Learning, and Computational Thinking.
- **Gaming Technology Skills Accelerator:** KAPE has identified funding for a new initiative dealing with Gaming Technology, which is the fastest growing subsector in the ICT field. This initiative has been configured as a skills accelerator initiative to help MoEYS to comply with expectations to accelerate the training of Cambodian youth meet the challenges of the 21st Century.
- **Accreditation Visits and Reporting:** The NGS Accreditation Office has been working intensively to visit all schools and issue reports and recommendations to the NGS Oversight Board for accreditation. All schools have passed accreditation requirements except one.
- **Exposure Visit to Thailand:** As part of the teacher development process, the NGS program helps to organize exposure visits to schools in Thailand for NGS teachers. In July 2023, almost 200 Cambodian teachers visited Thai schools in Buriram Province.

**New Publication on Project Work Method:** The NGS Office developed a new training manual on project work method that is proving to be of key importance to the education system. The "Implementing Project Work Training Manual" is intended to help MoEYS Educators at all levels to promote the adoption of Project Work activities in all schools because of their ability to promote critical and creative thinking skills. →



↑ **Students Display Project Work at Launch Ceremony:** Students from throughout the NGS System display their projects to the Minister of Education at the Project Work Launch Ceremony.



← **New Investments in Meeting Halls:** The NGS System made additional investments in establishing new auditoriums for two schools at Kok Pring HS and Akhea Mahasei PS. The new halls greatly facilitate capacity building for students and teachers.



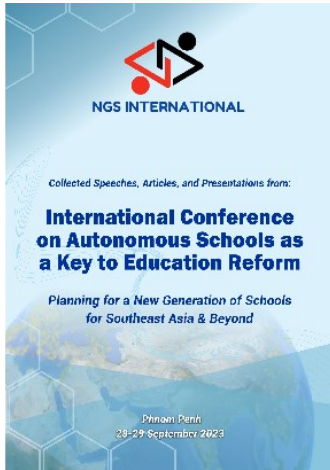
## Key NGS Achievements

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 2023 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 (2022-23)

Metric	NGS	National
1. Bac II Examination Pass Rate (among Science Students)	77%	68%
2. Students with A, B, or C Bac II Pass:	39%	20%
3. Transition to University:	74%	13.69%*
4. Students Receiving Medals/Awards:	1030	n/a
5. Students studying ICT 3 hrs/week or more:	100%	0%
6. Dropout Rate:	1.4%	LSS: 16.6% USS: 18.5%
7. Secondary Schools Accredited:	100%	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, 2023; EMIS, 2023; World Bank, 2018



## Empirical Research on NGS

During the year, KAPE took an important first step to set up an NGS International Secretariat, which will be responsible for coordinating empirical studies on autonomous schools throughout the region and promoting the concept through networking and publications. The first publication was released in September 2023 with 15 research articles.



↑ **Increasing Support for Cooperative Learning:** Mentors in primary schools have been intensifying their support to promote cooperative learning in the classroom.



↑ **The Sisovath Annex:** A new and modern structure was donated to Yukanthor HS by the Prime Minister's Office to house the NGS expansion into the school. The annex is managed by a special management team who is overseen by Sisovath New Generation School.



← **Awards Galore:** NGS students continue to receive hundreds of academic awards not only in Cambodia but in the region.



← **New Gaming Technology Development Lab:** Students at Sisovath HS participate in a new pilot to learn gaming technology skills that will help them work in one of the fastest growing ICT subsectors. The pilot developed a unique new curriculum that enlists New Generation Schools in MoEYS' efforts promote skills accelerator activities in cooperation with the World Economic Forum. →



← **Leadership Training for NGS School Directors:** All school directors as well as key management staff in the NGS Office travelled to Thailand in August to participate in a special leadership training workshop with Ajarn Wichian Chayabang, a leading Thai educator. The workshop was sponsored by the Lamplimat Foundation of Thailand. →



← **GSchool Accreditation Visit:** The MoEYS NGS Accreditation Team visits a school in Kampong Cham to review compliance with NGS performance criteria. Accreditation visits play an increasingly important role in NGS.



## Project Profile

<b>Donor(s)</b>	Ministry of Education, Youth and Sport (MoEYS)
<b>Direct Beneficiaries</b>	25 student-mentors (F:12)
<b>Budget Received in FY2023</b>	USD169,979
<b>Unit Cost per Beneficiary</b>	USD6,799.00 per Master Degree Candidate
<b>Provinces Covered</b>	National Allocation of Mentors
<b>Districts Covered</b>	Not Applicable
<b>Target</b>	Tertiary Education
<b>Start Date</b>	September 01, 2019
<b>End Date:</b>	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

- In 2023, NGPRC, empowered by MoEYS, conferred a Master's Degree of Education in Mentoring (4th Cohort) upon graduates who completed a one-year intensive course. The center conducted the Physical Mentoring Practicum in two contexts: New Generation School and Normal School, providing practical training for the 4th Cohort students.
- Organized and Co-organized different international conferences and forums: the International Conference on Autonomous Schools as a Key to Education Reforms, The 3rd Cambodian International Conference on Mentoring Educators (CICME-2023), STEM Forum, and so on.
- International Cooperation to Promote STEM Education & Teacher Mentoring: HEAD Foundation (Singapore); EMCAST (Korea); Texas A&M University (USA)
- 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 swiftly became a significant asset of the National Institute of Education by actively supporting its various reform initiatives. This included assisting in the reform of demonstration schools, revising master's degree curricula, reforming the research department, and establishing Club Studies and Professional Learning Communities (PLCs).

## 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 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 New Generation Schools (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:** By the end of 2023, the Center had awarded a total of 103 Master's Degrees to successful candidates. Among these, 45 individuals were assigned to NGS institutions, 25 were posted to Teacher Training Institutions, and an additional 33 mentors were placed in a school-based mentoring pilot supported by the Upper Secondary Education - Sector Development Program funded by ADB and demonstration schools.
- **Recruiting Degree Candidates for the 5th Intake:** A new intake of 31 candidates was completed during the fifth year of Center operation in 2023.
- **On-going Support of Mentors:** NGPRC offers continuous support to posted mentors through the establishment of the Cambodian Association for Mentoring (CAM). CAM serves as a Professional Learning Community for mentors.

Intakes & Outtakes	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Total
Intake	25	32	23	25	31	136
Posted NGS/Other	17/8	19/13	7/16	2/23	TBD	45/60
Left the System			4		--	4%

## Project Update

- NGPRC selected 31 candidates in 2023 with backgrounds in four different specialties: English, Social Science, Natural Science, and Primary Education.
- A Research Club was established to support students in their mini-thesis writing process.
- The Master's Degree Syllabus has undergone its fourth revision to better cater to the needs of degree candidates, particularly aligning with the NGS Curriculum. This highlights the program's adaptability and responsiveness to the evolving nature of learning.
- The center has implemented and adheres to a Reduced Plastic Guideline, promoting an environmentally friendly and ecologically conscious approach.
- The center has established professional partnerships with renowned national and international institutions.
- The center has planned and prepared for requesting legal status and recognition for mentors from the Civil Service Commission.
- Continuing support is provided to the reform process at NIE, including assistance to the Institute's Practice Schools, revision of the master's degree curriculum, establishment of Study Clubs and PLC, and support to the Research Department.



Final Members of the 5th Cohort of Mentors who are the final candidates chosen among 180 applicants.



Orientation of the 5th Cohort of Mentors on "Plastic-Reducing Strategies and Guidelines" which started implementation in NGPRC on December 4, 2023.

## Snapshot



**Cohort 5 Recruitment:** Candidates for Cohort 5 take an entrance examination to enter the Center's master's degree program in 2023. Candidates are competitively chosen through exams, interviews, and classroom demonstrations.



The 3rd Cambodian International Conference on Mentoring Educators (CICME-2023) on November 22-24, 2023; under the Presidency of H.E. Dr. Om Romny, Secretary of State, Ministry of Education, Youth, & Sport.



The Mentoring Practicum Orientation (4th Intake) at NGS Prek Leap High School and Preah Norodom Primary School.



Cleaning Day is organized where degree candidates and faculty join forces to clean the NGPRC Building and its surroundings, fostering a sense of ownership and self-responsibility towards the learning environment.



Soft Skills and Leadership Workshop and Camping for the 4th Cohort of Mentors at Phum Sokharavy Resort, Prey Veng Province.

# Happy Cambodian Children (HCC) Project

*"Developing high quality education models for remote and rural schools."*

## Project Profile

<b>Donor</b>	Kinchan Foundation
<b>Direct Beneficiaries</b>	24,888 (Girls: 9,495)
<b>Pre-School</b>	76 (27 Girls)
<b>Primary Level</b>	<b>24,812 (9,468 Girls)</b>
<b>Budget Received in FY2023</b>	USD1,760,930.91
<b>Unit Cost per Beneficiary</b>	USD70.75
<b>Provinces Covered</b>	5 (Siem Reap, Kampong00 Cham, Ratanakiri, Kratie, Tbuang Khmum)
<b>Districts Covered</b>	16
<b>Primary Schools Assisted</b>	55
<b>Cycle 1 Schools</b>	12
<b>Cycle 2 Schools</b>	13
<b>Cycle 3 Schools</b>	16
<b>Cycle 4 Schools</b>	14
<b>Preschools</b>	1
<b>Start Date</b>	August 01, 2018
<b>End Date</b>	Open-ended

## Project Update

**Background:** The Happy Cambodian Children Project is currently KAPE's largest project in terms of school and student coverage and 2nd largest in terms of funding (after New Generation Schools). The project is unusual in that the Kinchan Foundation has committed to open-ended funding rather than a rigid timebound project framework as is common in most bilaterally funded projects.

**Normalization Process:** As the Covid19 Pandemic recedes into the past, programming for the Happy Cambodian Children Program continued a return to normal with more focus on in-school support and less need to support village-based learning when schools were closed for long periods of time. As a result, investment has shifted back to such key issues as teacher education, infrastructure upgrading, library development, and improved school management. At the same time, the program has also begun expanding the scope of school coverage after a hiatus of two years during the pandemic.

**Teacher Education:** The project has maintained heavy investment in teacher education and especially the intensive upgrading of Contract Teachers using a mentoring approach. Through a collaboration with the New Generation Pedagogical Research Center, the project has been able to acquire two full-time mentors who work full-time on training teachers and providing continuous feedback on their teaching through regular classroom observations.

**Planning for Expansion:** In 2023, HCC increased the number of target schools from 41 to 55 primary schools. Target schools are organized into cycles that denote the number of years of development assistance that a school will receive. A development cycle can last from 3 to 5 years depending on how much aid a school requires. A 4th cycle (Cycle 4) of 14 primary schools joined the program during the year leading to heavy investment in infrastructure upgrading of over 100 classrooms. The project has already begun planning for a 5th cycle of 15 more schools that will come online in 2024.

## 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.
- **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 29 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 investments in school infrastructure can be sustained.
- **Administration of external Early Grade Reading Assessments (EGRA)** at baseline and midline and **Early Grade Math Assessment (EGMA)** to monitor impact on learning outcomes.
- **Classroom Enhancement** including the provision of teaching & learning aids

## 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



**Life Skills Education:** Students in Sambour PS practice useful skills learned in the school's bio-garden that was developed as part of the HCC development approach.



**MoEYS Officially Recognizes the Contribution of the Kinchan Foundation to Cambodian Education:** In October 2023, H.E. Vorng Phirun, Undersecretary of State of Education, Youth, and Sport attended an opening ceremony to inaugurate a new classroom building and other achievements in 41 schools, which were funded by the Kinchan Foundation. Mr. Hartmut Giesecke, Chairman of the Foundation, came from Germany to attend the ceremony.

- 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.
- **Set up rapid response activities:** Schools received coaching from project to set up activities to support struggling students
- **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 15 new Cycle 5 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

As noted above, the HCC Project has steadily grown in size and is now KAPE's second largest project in terms of funding. Since it started in 2018, KAPE has received over \$5 million from the Kinchan Foundation to upgrade schools in remote and rural locations using an integrated/holistic project design developed by KAPE known as 'Easy to Learn.' The project has registered success on many fronts including improvements in infrastructure, library services, student learning, teacher education, and 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 by HCC in upgraded school infrastructure. The project has recently gained the attention of the Ministry of Education, Youth, & Sport and provincial governors leading to increased recognition of the project's efforts to improve education (see above).

Another key result in programming this year relates to improved reading scores among children in Grades 1, 2, and 3. Based on annual EGRA testing, Zero Scores for Familiar Word Reading declined and dropped below 40% this year for Grade 1 children. This compares to Zero Scores of 58% among children engaged in the national reading improvement program (see Figures below). Similarly, proficiency in letter and word reading has also been improving steadily since baseline years.



The HCC project team and Kinchan Foundation representatives meet with the Ratanakiri Provincial Governor to share ideas and challenges.

### Zero Scores for Familiar Word Reading



### Number of Letters Students Can Read per Minute



Schools use 21st Century Library facilities to promote special space for study clubs where struggling learners can strengthen their learning skills.



Peer Tutoring: Peer tutors from Grade 6 help Grade 2 children at Kor Nhung Senchey PS.



Preschool students at Hanchey in Kampong Cham learn to draw shapes using basic tools.



A teacher organizes group presentations using techniques learned during project workshops.

# Improved Employability of Better Skilled Youth in Cambodia and for Work-Migrating Youth Project (BMZ/REACH)

22

“Strong communities build strong schools!”

## Project Profile

<b>Donor</b>	WeWorld/ChildFund Deutschland /BMZ
<b>Direct Beneficiaries</b>	21,974/(Girls = 10,960)
<b>Budget Received FY2023</b>	USD286,085
<b>Unit Cost per Beneficiary</b>	USD13.02
<b>Provinces Covered</b>	4 Provinces
<b>Districts Covered</b>	8 Districts
<b>Target Primary Schools</b>	44 Schools
<b>Start Date</b>	January 2012
<b>End Date</b>	December 2024

## Project Update

Funding for the project continued to be provided by WeWorld, an Italian organization, Child Fund Germany, and the German Federal Ministry for Economic Cooperation & Development (BMZ). For the 2022-23 academic year, REACH continued to implement a wide range of activities in target schools in close collaboration with provincial counterparts. DoE and target schools provided relevant tech support to teachers relating to teaching & learning, school infrastructure, library management, etc. in order to improve educational quality. In terms of inclusive education, the Early Warning System (EWS) app developed by the project has been adopted by 60% of target schools through investments in training and technology. The EWS is intended to facilitate the administrative work of teachers and school managers as this relates to strengthening the quality of student management and keeping students in school. Through networking with vocational service providers, an awareness campaign has helped to promote job opportunities and skills training for youth as well as safe migration. For the new school year, the project will continue to strengthen the implementation of its activities more effectively to achieve stated development goals.

## Key Activities

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

- 1. ECCD:** Promoting Early Childhood Development by helping schools to create and support preschool classes whose teachers are intensively trained.
- 2. School Access:** 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. Child Protection:** Promoting children’s rights and child protection by building the capacity of

## Goal

**Long-term Goal:** BMZ/REACH’s goal 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.

**Immediate Objective:** 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 school 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 at Koh Kanal PS prepare and look after their vegetable garden as part of the project’s Life Skills program. Agricultural life skills are just one of several life skills categories taught in project-supported schools. Agricultural life skills focus on eco-friendly techniques of agriculture that avoid the use of chemical herbicides and pesticides in cultivation. This programming also introduces students to hydroponic farming and other modern techniques in cultivation.



**Building networks & partnership among vocational service providers:** An awareness campaign was organized to promote job opportunities and skills training for youth as well as safe migration in project target areas. The profile of the campaign by the participation of many important persons including the Deputy District Governor of Kampong Chhnang, the Deputy Director of the Polytechnic Institute, many PoEYS officials, and Commune Chiefs. The campaign was well-received by youth and community members and demonstrates the growing profile of vocational matters in the project.

Children's Councils, gender awareness raising, and Life skills programming, which raises the relevance of education to local communities.

4. **Administrative Support:** Capacity building to promote leadership and management among school managers.
5. **Infrastructure Upgrading:** Supporting the renovation and enhancement of school environments (e.g., upgrading classrooms, 21<sup>st</sup> Century Libraries, etc.).
6. **Early Grade Literacy:** Promoting early grade literacy by using reading benchmarks, reading toolkits, and educational technology.
7. **Community Engagement:** Training School Support Committees to increase their engagement in education.
8. **Pedagogical Upgrading:** Capacity building of teachers and school managers on new teaching methods, making teaching aids, and using technology in education.
9. **Learning Environments:** Support the improvement of quality teaching and learning 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. **Learning at Home:** 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. **Good Governance:** 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. **Dropout Prevention:** 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. **Networking:** 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



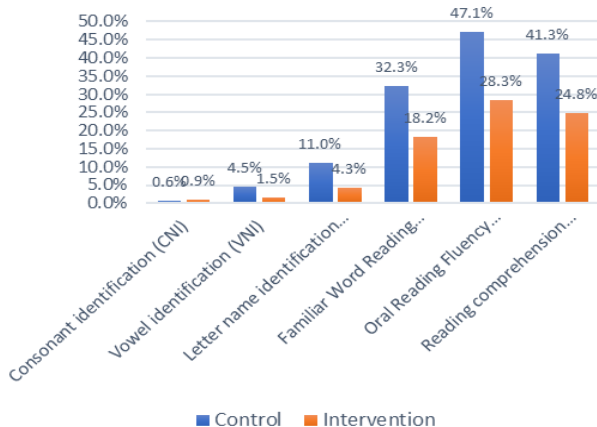
EWS training for Teachers

BMZ/REACH 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.

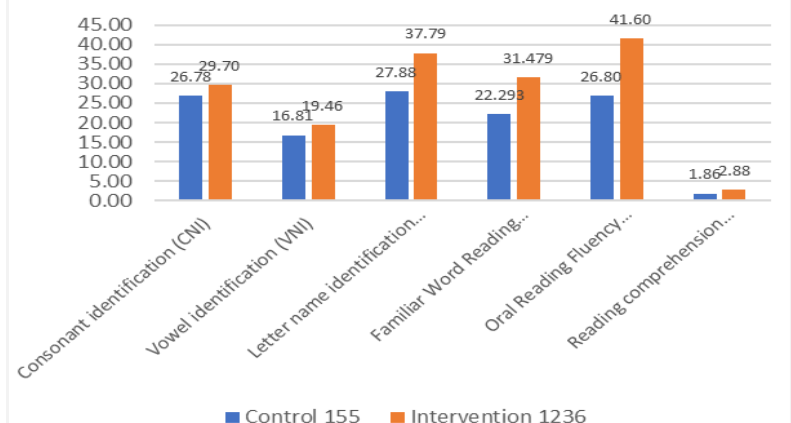


← **Peer Tutoring (right) and Enhanced Library Services (below)** are two key strategies employed by the project to enhance early grade literacy. The project has made considerable investments in upgrading libraries and reading services in many schools in order to address serious deficiencies in children's literacy levels.

Zero Score Comparison between Intervention & Control Schools



PERFORMANCE COMPARISONS BETWEEN TREATMENT & CONTROL SCHOOLS AFTER THE COMPLETION OF READING INTERVENTIONS, 2023



**The results of student learning in intervention schools is better than in control schools based on Early Grade Reading Assessments or EGRA:**

The results of oral testing of students using a standardized Early Grade Reading Assessment tool presents a combined score across Grades 1, 2, and 3. These results can be seen in the diagrams above. A comparison of student scores in REACH schools with students in designated control schools suggest that interventions in target schools are having major impacts 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): 29.7 vs 26.8
- Vowel Reading (Letters per Minute): 19.5 vs 16.8
- General Letter Reading (Letters per Minute): 37.8 vs 27.9
- Familiar Word Reading (Words per Minute): 31.5 vs 22.3
- Oral Reading Fluency (Words per Minute): 41.6 vs 26.8
- Reading Comprehensions (Questions Answered Correctly): 2.9 vs 1.9 questions (out of a total 5 questions asked)

In addition, the number of children who were not able to respond to a single question on any one subtask (known as Zero Scores) was also markedly different between Intervention and Control Scores as seen above.



*Scholarships and Food Distribution aimed at the poorest children (above) along with increased engagement with students through children's councils helps to enhance student inclusion.*

## Case Study

One of the vulnerable children at Presh Theat primary school got her eye problem. Seating in the wooden bed with serious face, she was called Miss Sem Sopheap. She lived in Pala village, Kraing Leav commune, Rolea Bier district, Kampong Chhnang province. After the project staff collected and verified information sources to seek support from the project management team to alleviate Sopheap to have meals and transportation fee to go to be treated in Ang Duong Hospital Phnom Penh.

In January 2023, she was called by a doctor to check her eye health status after a blood test and physical examination. Due to the weak condition of the child who could not undergo eye surgery, she was sent back home to improve her health by making an appointment to continue in February 2023.

Following the doctor appointment and recommendation, she was taken by her family to Preah Ang Duong Hospital for surgery to remove damaged lenses and tumors. After being treated her eye, the doctor allowed her to return home and continue to provide care and treatment until the date of the appointment.

The doctor made an appointment to be monitored health and examine her wound. After examining and washing the wound, the doctor prescribed to buy wound dressing and made an appointment to let her be back to meet in February 2023.

After receiving careful consultation and follow-up and frequent appointments with doctors, she has received

successful surgery operation. The vulnerable girl was being cared by her family. Her eye health was improving, but she has still been being monitored by a specialist. The project also supported the treatment process through subsidies for food and travel, as well as childcare counseling. Through communication with the family and her teacher, Sopheap has now been in normal health. She came to school regularly as the others did after the project provided supporting budget for an artificial eye. She is now happy.





# 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 Life Skills Learning for Adolescent Girls (LSLAG) and Digital Workforce Development (DWD) under IEP program. Due to a lack of funding, the number of projects in IEP is now dwindling.

	Life Skills Learning for Adolescent Girls (LSLAG)	Digital Workforce Development (DWD)
<b>Donors</b>	Gap Inc.	USAID through the University of California at Berkeley (UCB), The Asia Foundation
<b>Direct Beneficiaries</b>	17,186 (Girls in 2023)	12 (All girls)
<b>Budget Received in FY2023</b>	USD56,220.00	USD41,479.00
<b>Unit Cost per Beneficiary</b>	USD1.97	USD3,457.00
<b>Provinces Covered</b>	25 Provinces	<b>8 Cities &amp; provinces:</b> (Phnom Penh, Kandal, Tbaung Khmum, Kampong Cham, Kratie, Battambang, Kampong Chhnang, Kampong Thom)
<b>Districts Covered</b>	49 Districts	11 districts
<b>Target Secondary Schools</b>	75 Schools	N/A
<b>Vocational Colleges/Universities</b>	Not Applicable	Royal University of Phnom Penh (RUPP)
<b>Start Date</b>	December 2018	01-Feb-2023
<b>End Date</b>	June 2025	30-Sep-2026

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:** (1) The students work in group to discuss about Gender, (2) Three students presented on the boy attitude, (3) Activity of class discussion on gender, (4) Ms Gechsour attended the scholarship Induction workshop in PP, (5) The scholars had a group discussion at dormitory, (6) The scholars work in group to reflect their understanding and digital skills, (7) the scholars showed their commitment before they started class and (8) All scholars attended orientation at Career Center.



# Life Skills Learning for Adolescent Girls (LSLAG)

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

## Project Update

The LSLAG Project has gone through several iterations since 2018 including curricular contextualization, piloting, licensing and adoption by MoEYS, and finally nationwide scaling. In 2023, the LSLAG project trained 144 (61 women) teachers, school principals, and Project Working Group members from 38 schools of all provinces across the country. In all, 11,481 young girls and 5,705 older girls have followed the P.A.C.E life skills curriculum in one of the 75 target schools. In June 2023, to see the progress of curriculum implementation, representatives from Gap Inc. (Mr. Elvis Francis & Mr. Imran Ahmed) visited two target schools in Svay Rolum HS in Kandal Province and Chamreun Roth HS in Phnom Penh. They also had the opportunity to meet with various MoEYS departments including VOD and DCD, as well as PWG members from Phnom Penh, Kandal and Kampong Speu Provinces to share information and lessons learned.

KAPE has promoted and made more accessible the P.A.C.E life skills program to teachers by editing videos on the introduction of the training. These videos have been produced in various schools and are used in teacher training. KAPE has also created social media pages on Facebook and Instagram to promote students' stories and achievements.

KAPE continues to monitor the process of curriculum deployment in schools using the Goodera platform to track the number of students enrolled in the program and share impact stories with the donor.

**Goal** The purpose of the LSLAG Project is to facilitate the process of healthy and positive transition into adulthood by Cambodian youth (especially girls) while recognizing and addressing gender vulnerability and inequality".

**Key objectives include:**

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

## Snapshot



**Clockwise:** (from top left to right): Group photo of Gap Inc. representatives, PWGs and KAPE team after meeting; Gap Inc. representatives visit Svay Rolum HS; Teachers practice the activities of the training workshop; students play learning games based on the P.A.C.E. method.

## Key Activities

Activity	Status
1. Organize periodic learning & sharing meetings with master trainers	On-going
2. Train Master Trainers selected from among outstanding teachers for 5 days	Done
3. Expand programming to an additional 25 schools by July 2023	Done
4. Train teachers in 150 selected schools to use P.A.C.E. curriculum	On-going
5. Monitoring and evaluation conducted by PWGs and project staff	On-going
6. Complete editing of training videos that will facilitate the induction & training of teachers in using the P.A.C.E. curriculum	Done
7. Development of a certificate framework for master trainers in collaboration with NGPRC/NIE	Done

## Case Study

Hab Bun Neng is a Grade 7 student at Hun Sen Krong Kep HS in Kep Province. When she was young, she used to tell her parents that she wanted to become a soldier when she grew up. She said that her older brother used to mock her and told her *"You are a girl, you cannot be a soldier."* Her parents and brother were laughing while she was offended and very ashamed at that time. Her mother added, *"if you become a soldier, you have to stay in the barracks. It's not safe for girls. I don't allow you to stay far away from home."* Day after day, she became a shy person, lacking courage, revealing her thoughts to no one, and becoming easily nervous.

Bun Neng was introduced to the Gap Inc. P.A.C.E. life skill program in 2023 for 8 months with her teacher. She noticed that during the course, she had become bolder in her expression, more involved in class activities, and less shy. She felt more comfortable to ask the teacher questions and to answer questions when asked. When the teacher taught the lesson, *"What are Gender Roles?"*, she remembered her dream to be a soldier and realized that soldiering wasn't only for men but that

women could do it too. The "Negotiating Gender Roles" lesson encouraged her to start talking with her parents about this profession again. Her parents and brother said that *"this job is very risky, you have to train in the sun, heat or rain, and you need to be in good physical health. It suits men better than women."* She has tried to convince them and negotiate with them on several occasions: *"Men and women soldiers remain separate, and I am strong enough to take part in military training. I have seen a lot of female soldiers in our country. This job doesn't discriminate based on gender. Even if I am not a soldier, one day I will leave home to study or work somewhere else, away from home."* Finally, her parents relented and agreed to let her follow her own path. She was so happy. Today, her family encourages her to study hard to realize her dream. Bun Neng is so proud of herself and her family that each member encourages each other and better understands gender roles.



# Digital Workforce Development (DWD)

*"There is no limit to what we, as women, can accomplish."*

## Project Update

**General Background:** Kampuchea Action to Promote Education (KAPE) has been awarded a four-year grant (2022-26) from the Aisa Foundation, through the University of California at Berkeley (UCB) and USAID to support young women in Digital Workforce Development (DWD). One of the project goals is to engage private-sector partners to assist with developing and creating a scholarship model that increases access to quality certifications and bachelor's degree programs for diverse, talented students.

**Beneficiary Selection:** In all 12 young women were chosen to benefit from this program. All 12 scholars passed the Bac II national examination (B=3, C=4, D=4, E=1). DWD recipients were selected from poor families (58% from large families, 90% indebted, and 25% are orphans or are from single-parent families).

**Host Institution and Majors:** The Royal University of Phnom Penh was designated as the host institution. Scholarship recipients reported that they will be majoring in Information Technology Engineering (ITE) and Computer Science and Engineering (CSE). Beneficiaries began their freshman year in March 2023.

**Exam Status:** All 12 DWD scholars (100%) passed their first year examination during 2023. Their results have been a point of pride, and they are admired by classmates for their hard work. They will start their sophomore year in December 2023.

## Program Result

- ❑ 12 scholars participated in the induction session to help the understand the project, regulations, and their roles as scholars.
- ❑ Four scholars were selected as vice class monitors at RUPP.
- ❑ All 12 recipients (100%) successfully passed year one examinations.
- ❑ All 12 scholars were regularly attending monthly meetings where they can raise their concerns, challenges, and updates on study progress.
- ❑ Two study clubs were organized and are being run by the scholars at Borei Niseth Dormitory.
- ❑ Three training workshops were provided by KAPE on the following topics: Personal timetabling and To Do List, Email Writing, and Digital literacy.
- ❑ All scholars regularly attended several workshops, trainings, and volunteer activities during the year.



## Scholarship Program Support

- Tuition fee for bachelor's degree
- Accommodation
- Utilities
- Laptop
- Health insurance
- Stipend for Food
- Study materials
- Parental Meetings
- Career Development Activities

## Case Study

**Ms. Marina**, aged 20, is a Muslim girl from Kampong Chnang Province. She has five siblings. She is the third child in the family. She lives in a wooden house with a small pond in front of her house. In the family, her father plays the most important role in earning income; however, it is not enough to raise many children going to school at the same time. When she was in high school, Marina usually woke up at 5 a.m. to help her mom to sell breakfast snacks near the school. When she came back home, she helped her mother to do some chores and spent time doing schoolwork until 12 am at night.

Marina sat for the Bac II Exam in 2022 and went to work at a factory for a year because she didn't have money to pursue her bachelor's degree. At the same time, most of her friends moved to the city to continue at the University. She committed to earning money to support her mother and saving some money for her university studies next year.

Surprisingly, she saw the post for the scholarship announcement for tertiary level from KAPE. She was in hurry to find out more information about this opportunity, and she found it was the full scholarship support that she had been looking for because she wanted to focus on her studies full time without having to worry about earning money to survive. Another interesting thing, digital education, the focus of the announcement, is one of her favorite subjects.

Marina shared the following thoughts:

*"Without scholarship support, I must move away from home to work in a low skill job and I don't know when I could start my dream to enter university. I am now in my first year of information technology engineering (ITE) at the university. I am thrilled to be, at this point, a scholar of the DWD program."* She said.

She added, *"I have joined activities like UNITWIN training 2023, Start-Up, Club study, and E-day. I learned many things from people, including networking, new experiences, knowledge, and confidence."*

*I dream of being a Data analyst who could help my family and be a part of society. I want to take care of my family and share my knowledge with people in my society. I want people in my society to be known and optimistic about digital education."*



# Books For Cambodia (BFC) Project

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

## Project Profile

<b>Donor</b>	The Asia Foundation & MoEYS
<b>Direct Beneficiaries</b>	38,654
<b>In-kind Support Received in FY2023</b>	USD612,643 (Donated books)
<b>Unit Cost per Beneficiary</b>	USD15.84
<b>Provinces Covered</b>	15
<b>Districts Covered</b>	56
<b>Target Government Institutions and Universities</b>	12
<b>Target Secondary Schools</b>	26
<b>Target Primary Schools</b>	11
<b>Start Date</b>	April 1, 2014
<b>End Date (Extension for six months more in 2023)</b>	June 30, 2023

## Project Update

The Books for Cambodia Program completed its ninth year of operation (2014-2023) on December 31, 2023. In June 2023, the project was extended for six more months (until the end of 2023). Since it started operations nine years ago, BFC has distributed more than 121,664 English and Khmer books to 724 schools, including Network and Secondary Resource Schools. During this time, the project has supported 56 districts and 15 provinces with book donations and other assistance. Moreover, BFC received three shipments at the very end of 2022 to fuel book donations. In 2023, target schools continued to include secondary schools and particularly, New Generation Schools as well as Network and Secondary Resource Schools supported by ADB funding. BFC kept following up on the use of books through Telegram. Some activities had to be directly funded by KAPE during the period of the extension in order to bring the project to a suitable conclusion.

## Project Impact

- **Creating a Culture of Learning:** BFC continued to provide technical support to librarians nationwide to facilitate students' access to books that match their interests. During the year, the project organized and delivered two Webinars with library science experts (one from Singapore and one from the Netherlands) to share reading habits and learning activities with the public schools.
- **Library Enhancement and Book Distributions:** BFC provided large amounts of reading books to many school libraries throughout the country. This year, BFC distributed 29,592 general English and medical books to 56 schools and public libraries throughout Cambodia (2022-23). The medical books are mainly donated to medical schools.
- **Enhanced Monitoring:** During the year, BFC intensified its efforts to maximize the utilization of English books through more frequent school monitoring. BFC also continued to support the use of social media platforms such as Telegram and Facebook to share and follow up on the reading activities. Project personnel visited several schools during the year including New Generation Schools, some Secondary Resource Schools, and Network Schools. These visits enabled the project to see the progress, the challenges, and the problems that are faced during daily implementation.
- **Looking Ahead:** The present year brings the BFC Project to a conclusion after 9 years of operation. Looking ahead, the project will continue to operate the book showroom to distribute remaining inventories. In addition, the project has decided that it will partner with TTO to start printing exemplary books written by students in New Generation Schools, which can then be disseminated/sold to school libraries throughout the country. This will be a Public-Private Partnership that will hopefully be self-funding.

## 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 has sought 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.

## Key Activities

- Books for Cambodia continued to process book requests from schools and distributed 29,592 donated English and medical books up until the end of June 2023. These books are high-quality publications donated by publishing companies in the United States and Cambodia.
- KAPE also conducted regular monitoring visits and evaluation of book use by using social media platforms such as Telegram and Facebook as well as 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.

## Snapshot

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

In all, 56 schools visited the BFC Showroom in order to collect book donations for which they applied during the 2023 school year. →



**Training Activities:** During the six-month extension period, BFC did not provide the core library training to schools that it usually does due to budgetary constraints. In

place of these activities, the project organized several Webinars through Zoom in October and December 2023. The Webinars talked about "Hidden Treasures: Revealing School Libraries' Vital Role" and "How the Public Library Reading Consultant (RC) Adds Value to the 'Library in School' in the Netherlands".



# Easy2Learn (E2L) Project - Prey Veng

*"Integrated project designs ensure long-lasting impacts on education."*

## Project Profile

<b>Donor</b>	Child Fund Cambodia
<b>Direct Beneficiaries</b>	5,842
<b>Budget Received in FY2023</b>	USD117,093.00
<b>Unit Cost per Beneficiary</b>	USD20.00
<b>Provinces Covered</b>	Prey Veng
<b>Districts Covered</b>	1 (Kampong Trabaek)
<b>Target Primary Schools</b>	11 schools
<b>Target Secondary Schools</b>	N/A
<b>Start Date</b>	16 Jul 2021
<b>End Date</b>	30 Jun 2023

## Project Update

**General Background:** The E2L Project in Prey Veng came to a conclusion at the end of June 2023 after a run of 3 years under the current funding cycle. During its operation, the project provided intensive technical and material support to 11 rural primary schools in a very poor province. Almost 6,000 children benefited from the project's operation. The E2L project employed a holistic integrated design that attended to multiple dimensions of children's learning environment including barriers to school access, classroom environments and teaching, security, parental & community engagement, as well as school management. This approach to school development is one of the defining features of KAPE's approach to educational development.

**Achievements:** As the project ended, it could look back on a large number of achievements including record high enrolment of over 95%; emplacement of early warning systems to prevent dropout; improved reading proficiency scores; and revitalized management infrastructures with strengthened School Management Committees and Children's Councils. The project also put in place advanced school library facilities, which have proven extremely popular with both children and the community.

**Sustainability:** As the project ended, KAPE organized a series of sustainability workshops early in 2023 to develop sustainability plans that identify local financial resources to support key project activities that schools and communities feel are priority activities (e.g., life skills activities, children's councils, library activities, etc. Schools reported that they had been very successful in identifying such local resources to ensure sustained improvement. KAPE also made a commitment to use its own internal resources to stay engaged with schools and communities and seek additional outside funding for additional improvements in schools.

## 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.
- **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 school teachers and school directors in target

## 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.



M-learning and the introduction of ICT technology in most E2L schools have done a great deal to increase reading proficiency as well as learning in other subjects. Schools are using libraries on a regular basis and with much more frequency than was true in the past.

- 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.

# Easy2Learn (E2L) Project-Kratie

*"Integrated project designs ensure long-lasting impacts on education."*

## Project Profile

<b>Donor</b>	ChildFund Cambodia (& Korea)
<b>Direct Beneficiaries</b>	615
<b>Budget Received in FY2023</b>	USD123,002.00
<b>Unit Cost per Beneficiary</b>	USD200.00
<b>Provinces Covered</b>	Kratie
<b>Districts Covered</b>	2 (Sambour and Ou, & Krieng Senchhey)
<b>Target Primary Schools</b>	7 primary and 2 annex schools
<b>Target Secondary Schools</b>	N/A
<b>Start Date</b>	01 November 2021
<b>End Date</b>	30 November 2024

## Main 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.

## 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.

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.

Key activities this year have followed a process of normalization as the Covid19 Pandemic recedes into distant memory. Years 3 implementation has, therefore, returned to activities that are focused on long-term capacity-building and sustained improvements in learning outcomes. Normalized activities of this sort promote improved educational quality, 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.

## Snapshot



*Story-telling Activities in an Enhanced Library developed by E2L*



*Children learn life skills in a school bio-garden set up by the project*



*Child-led local enrollment campaign to reach out-of-school children*

## Key Challenges

Remoteness of schools – some minority children do not speak Khmer – Learning Loss was severe due to school closures – Teacher shortages are severe – Distance to school is great for many children.

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

*“Together for Cambodian children”*

## Project Profile

<b>Donor</b>	European Union & Aide et Action/Action Education
<b>Direct Beneficiaries</b>	6,171 (3,085 female)
<b>Budget Received in FY2023</b>	USD211,134.00
<b>Unit Cost per Beneficiary</b>	USD34.00
<b>Provinces Covered</b>	4: Siem Reap, Banteay Meanchey & Battambang
<b>Districts Covered</b>	9: Soutr Nikom, Bakang, Krong Siem Reap, Pouk, Mongkol Borey, Thmor Kol, Aek Phnom, Sangkea, and MOUNG RUESSEI
<b>Target Primary Schools</b>	31 primary schools
<b>Target Secondary Schools</b>	14 lower secondary schools
<b>Start Date</b>	January 01, 2022
<b>End Date</b>	August 30, 2024

## Project Update

**Recent News:** This year, the FOSTER Project focused heavily on investments in remedial support using the recently released Remedial Adaptive Learning (RAL) Package developed in collaboration with MoEYS-PED. The package was implemented in conjunction with a decision to increase total hours of study per day in several primary schools. Based on intensive testing using MoEYS standard tools, learning loss decreased by about 65% across the board. Another important theme in this year’s implementation focused on expanded life skills education at secondary school level. In this regard, the project introduced the P.A.C.E. curriculum (developed by Gap and contextualized by KAPE) to multiple secondary schools in the program. This new curriculum is quite advanced and focuses on personal advancement and career choice enhancement. Thus, major efforts were completed this year to greatly improve educational quality in all schools.

**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 it’s 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,

## 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



*Project personnel worked with donors and local stakeholders to organize a Teacher’s Day event at Prasat Primary School, Pouk District. The event was designed to inspire teachers about their important role in the school and build a strong relationship with students.*

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.



*A school organizes improved eating facilities that students can use for snacks and lunch while they are at school.*

## 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 in community preschool level.
  - Provide sustainable transportation solutions to improve children's access to school.
  - Provide scholarship support to marginalized girls and boys in primary and lower secondary levels.
  - Implement multi-lingual supplementary learning programs in school that are appropriate to children's culture and needs.
  - Develop re-entry/remedial service for out-of-school children/slow learners.
  - Implement accelerated/catch-up course 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 by providing school grants that are programmed by local stakeholders.
  - Recruit and provide community preschool teachers with school readiness training.
  - Provide capacity building to community preschool teachers.
  - 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 an Early Warning System (EWS) in target schools to prevent drop-out. The EWS Platform builds on an app developed by KAPE and tested in its other programming.

## Key Achievements

During 2023, the following changes in educational services were achieved:

- 20 primary schools received grant funds to invest in child friendly school environments.
- Provided refresher training on CFS assessment to education actors, including counterparts at provincial and district levels.
- Conducted CFS assessments in 20 primary schools using the official MoEYS tool.
- Presented the results of CFS assessments to partners for review and action.
- Conducted refresher training on vision screening with the assistance of teacher focal points. As a result of this activity, 8,086 (F:3,844) children were screened at school level and some number identified for further action.
- Referred 25 (F:09) children facing difficulties with vision to Children's Angkor Hospital for further action. The project provided liaison services, coordination, and transportation.
- Provided two boats to children as a transportation solution to improve children's access to school in flood prone areas. So far, around 10 children are benefitting from this intervention.
- Offered 572 (F:326) bicycle scholarships to support at-risk girls and boys in both primary and lower secondary schools.
- Provided 1,999 (F:860) at-risk children with in-kind support in 31 primary schools and 14 lower secondary schools.
- Supplied learning materials to 1,204 at-risk girls and boys.
- Supported 1,641 (F:592) slow learners by providing remedial program support to 78 classes.
- Assisted 490 (F:194) slow learners in Grade 6 with a catch-up course, supporting 16 classes.



*School grant funds provided by the project are combined with local community funds to make dramatic improvements in learning environments. This might include creating WASH facilities for students, open-air life skills study areas below a classroom building, new benches for students, decorations for classrooms, and many other small investments that can make a major difference in creating an environment that is friendly to the needs of children.*

- Implemented life skills classes in various topics in 31 primary and 14 lower secondary schools.
- Organized e-counseling services using the Trey Visey app in 14 lower secondary schools.
- Implemented Multi-lingual education for two classes. 34 (F:20) Vietnamese children benefit from the program.
- Organized education awareness-raising events such as International Children's Day, Teacher's Day Campaign, Enrollment Campaign, and door-to-door campaigns.
- Provided training to life skill teacher focal points in all schools.
- Assisted 180 (F:95) partners, education actors, and life skill teachers in accessing self-learning and completing life skill e-learning on the MoEYS e-learning platform.



*Project advocacy, grant funds, and community fund-raising all helped this school to create paved walkways that contribute to a much more ordered environment for children.*



*“New ideas for sustainable development in the education sector”*

## Project Profile

<b>Donor</b>	EU/EAC/Aide et Action (AeA)
<b>Direct Beneficiaries</b>	20,241
<b>Budget Received in FY2023</b>	USD355,867
<b>Unit Cost per Beneficiary</b>	USD17.58
<b>Provinces Covered</b>	4 (Kampot, Koh Kong, Kep, and Preshsihanoukville)
<b>Districts Covered</b>	10
<b>Target Preschools</b>	10
<b>Target Primary Schools</b>	35
<b>Target Secondary Schools</b>	43
<b>Start Date</b>	01 Jan 2021
<b>End Date</b>	31 Dec 2024

## Project Update

**General Background:** The Consortium for Sustainable Alternatives and Voice for Equitable Development Project (CO-**SAVED**) is a 4-year project that will finish in 2024 (2021-24). Funding for the project is provided by the European Union and the Qatar Foundation’s Educate a Child initiative (EAC). The project is implemented by a consortium of partners including KAPE, Aide et Action (AeA), Bando Komar (BK), and Buddhism for Social Development Action (BSDA). Under this consortium, KAPE is responsible for 4 provinces. Because there is considerable amount of resource-sharing, particularly technical resources, among partners, the project has been able to have significant impact.

**Inclusive Education:** The project focuses heavily on inclusive education activities to keep children in school. For example, the project worked with schools to train Local Scholarship Management Committees comprised of local stakeholders who oversee the distribution of in-kind scholarships to vulnerable children at both primary and secondary school level. In December 2023, a major distribution took place to 6227 vulnerable children. The project also tracks students at risk and runs an Early Warning System to identify high-risk students.

**Capacity-building Activities:** There is a considerable focus on building the capacity of stakeholders in multiple areas including operating the Early Warning System (EWS), e-counseling services known as ‘Trey Visay’, e-Learning, using Remedial Packages, and Life-skills education. At primary school level, early grade learning is an important area of prioritization.

**Infrastructure Upgrading:** As part of support to early grade learning, the project built 3 new community preschools, renovated classrooms in 9 primary schools; constructed 2 toilet blocks in each school at both primary and lower secondary level and other WASH investments.

**School Planning:** Assisting schools to develop rationalized planning has been another important focus of programming. To assist in the implementation of these school plans, KAPE provided small school grants to 14 primary schools in 2022 and 25 schools in 2023. School plans developed by each school are integrated and include funds received from government, project, and other sources. Budget sharing in this way helps to ensure efficiency in the use of financial resources. Schools also receive training to advocate for local resources from commune councils, businesses, and other NGOs in order to make such planning activities sustainable in the future.

**Goal** Long-Term 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

*Counselor teacher provides counseling for student career development through Trey Visay at Samaki Lower Secondary School. ➔*



*Key teachers discuss how to use EWS tracking tools to track students at risk in their school. ➔*



## Key Activities

### Facilitate platforms for coordination, communication, & planning among LAs, LCs, PSRs, CSOs, & 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 target areas.
- 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.

## Project Profile

<b>Donor</b>	MoEYS-ADB
<b>Direct Beneficiaries</b>	NIE/50 Secondary Resource Schools
<b>Budget Received in FY2023</b>	USD151,221.41
<b>Provinces Covered</b>	25 Provinces
<b>Target Secondary Schools</b>	50 Schools
<b>Start Date</b>	22 Sept 2020
<b>End Date</b>	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. KAPE’s 3-year contact with MoEYS-ADB for project implementation ended in September 2023 but an extension is currently under review by ADB and KAPE technical assistance will hopefully recommence in early 2024. 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 unique for an ADB-funded project. KAPE’s role in the project was 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 deliverables to support NIE or 22 deliverables in all (see below). All deliverables were completed at the contract’s conclusion in September 2023.

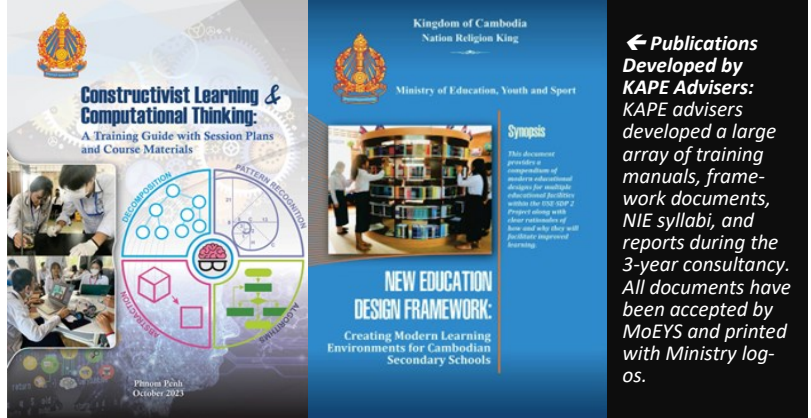
## Key Deliverables

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

## Goal

KKAPE’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 has a special 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



← **Publications Developed by KAPE Advisers:** KAPE advisers developed a large array of training manuals, framework documents, NIE syllabi, and reports during the 3-year consultancy. All documents have been accepted by MoEYS and printed with Ministry logos.



**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

<b>Donor</b>	Plan International Cambodia (PIC)
<b>Direct Beneficiaries</b>	4,551 children (2,168 girls)
<b>Budget Received in FY2023</b>	USD154,020.00
<b>Unit Cost per Beneficiary</b>	USD34.00
<b>Province Covered</b>	Ratanakiri
<b>Districts Covered</b>	2 (Andoung Meas & BorKeo)
<b>Target Primary Schools:</b>	13 primary schools
<b>Target Secondary Schools:</b>	2 Secondary schools
<b>Start Date</b>	July 01, 2022
<b>End Date</b>	June 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.

## Snapshots



Remedial class activities to enhance reading efficiency.



Reading corners in the classroom promote children's reading habits.



Student-driven school enrollment campaigns have been particularly effective in promoting enrollment among formerly out-of-school children.

## Project Update

EQUAL is a relatively new project in KAPE, which just started operations last year. The project has now completed two years of operation in 15 target schools including two lower secondary schools in Ratanak Kiri province. The EQUAL Project interventions seek to promote learning quality and increase enrollment among out-of-school children (OOSC), especially children from minority groups such as Kreung, Tampuan, etc.

### Key Interventions

1. Early Warning Systems (EWS) are designed to monitor the most vulnerable students to avoid dropout.
2. Established and Organized Remedial classes to enhance children's proficiency in literacy and numeracy.
3. Rapid Response System (RRS) activities are facilitated by school-based Literacy coaches to promote early-grade reading. The RRS identifies struggling readers and provides remedial support.
4. Accelerated learning program to support over-age children.
5. Life skills program which focuses on adolescent girls.
6. School Leadership and Management training
7. Support community outreach events that increase stakeholder awareness about children's rights to education.

## Key Activities

1. The project exceeded enrollment targets among out-of-school children. These targets were achieved two key interventions:
  - Providing scholarships to 150 poor students (85 females) identified in collaboration with local communities. Scholarship recipients also included 106 indigenous children (71%) and 71 females.
  - KAPE developed an Early Warning System platform with a national software developer. This platform enables schools to identify students at risk of dropout. During 2023, the project identified a total of 101 disadvantaged students at-risk of whom 54 were girls while another 74 were indigenous (71%).
2. The project administers regular Early Grade Reading Assessments that have indicated increasing reading proficiency in letter and word reading.

3. All primary target schools (13 schools) have undertaken school mapping activities to identify OOSCs and other vulnerable students.
4. Two 21<sup>st</sup> Century Libraries were established in Bar Kaev PS and Andong Meas PS. These are very modern facilities that also provide m-learning services to support self-study.
5. A total of 778 students (388 females) from Grades 1 to 6 were involved in remedial classes, which reinforced Khmer language and mathematics. Among these children, 516 were indigenous children and 271 were girls.
6. The 15 target schools have set up menstrual hygiene rooms or corners in the school and provide hygiene items for young girls during menstruation, including the use of 1,692 packets during the school year.
7. Access to life skills training activities was provided to 882 secondary school students (497 girls) in Grades 7-9. Life skills programming at target schools focus on basic gender awareness raising, soft skills such as decision-making, and career planning. KAPE provides specially developed resource materials to promote the implementation of life skills learning.
8. A total of 22 directors (4 females) including DoEs, received training in leadership and school management using well-researched training materials developed in other programs.
9. 66 teachers (38 females) participated in capacity-building courses that focus on increasing proficiency in numerous areas including early grade reading enhancement, life skills education student remediation, accelerated learning, and using the school's early warning system.

# 36 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

<b>Donor</b>	The Asia Foundation/UNICEF – CDPF
<b>Direct Beneficiaries</b>	National and Subnational Level MoEYS Management Staff
<b>Budget Received in FY2023</b>	USD56,332.00
<b>Provinces Covered</b>	Phnom Penh, Siem Reap, Koh Kong, Sihanoukville, Takeo.
<b>Districts Covered</b>	Nationwide
<b>Start Date</b>	08 February 2022
<b>End Date</b>	30 June 2023

## Project Update

The Leadership Professional Development Project took the form of a consultancy contract between KAPE and The Asia Foundation. Funded by UNICEF, the program sought to build leadership skills among senior Ministry staff, especially those who were women. The project successfully came to a conclusion in June 2023 with the completion of several training workshops and the development of key training manuals (see figure). During the project, the following activities were completed:

- Selected and trained 6 qualified trainers (3 more senior) to develop the future Leadership Development Training Program for Levels 1, 2, & 3.
- Finalized the Leadership Development Manual, which is equivalent to a future 1 CPD credit (CPD=Continuous Professional Development).
- Completed the uploading and testing of the Leadership Development Training Manual in the u-learning/Moodle platform of the MoEYS.
- Completed Phase 1 of the training roll out of the Leadership Development Module for 22 participants (8 women) at Level 1 MoEYS Leaders; 50 participants (23 women) at Level 3 MoEYS Managers and 25 participants (24 women) who were POE staff in leadership positions.

## Project Impact

During 2023, KAPE worked closely with The Asia Foundation to finalize and update the training program using the Foundational Leadership Development Training Manual, the U-learning platform, and Elective Curriculum Development and certificatory approval. The project also organized the Closing Event of the MoEYS-UNICEF Leadership Program (Phase 1).

KAPE led the rollout of the first round of the leadership training at National and Sub-national level. The training started with a 5-day intensive training course, from March 13 to 17, 2023 for a total of 23 trainees (8 women) who were senior MoEYS staff (i.e., Level 1 and Level 2 MoEYS staff). All participants completed the training. This first training was followed by a second round of capacity-building in Phnom Penh with a total of 50 participants (23 women) from MoEYS management. This workshop took place between March 27 and May 2 using a blended learning modality (face-to-face and U-learning independent work and application at the workplace).

During the overall rollout of Phase 1 at national level, the project team worked to improve and finalize the U-learning platform based on participants' feedback in collaboration with MoEYS' IT Department. Of the 50 participants, 38 (18 women) were approved for the overall course and are now qualified to gain a certificate of completion and 1 CPD credit. The other 12 participants also attended the training workshop but did not meet the criteria to pass and get the final accreditation. 89% of participants evaluated the training content positively and 86% thought that the objective of the training was totally achieved. At sub-national level, the face-to-face training sessions started on March 30 and lasted until May 9 with a total of 25 participants (24 women). All completed the course successfully after the completion of project work on mentoring application at their workplace. All training material for national and subnational level was revised based on participants' feedback during the Phase 1 rollout and is now ready to be used for future training by the MoEYS.

## Objective

- **Component 1:** Catering to the professional development needs of MoEYS central level managers (male and female). This component seeks to improve competencies among MoEYS central level leadership (up to around 750 staff), by 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. This component sought to support around 40 women leaders at targeted subnational levels of MoEYS to demonstrate enhanced technical and professional competencies (having undertaken tailored professional development activities).

## Snapshot



Leadership Development Training Manual



H.E. Nath Bunroeun, Secretary of State of MoEYS (center) joins a training workshop with senior Ministry staff in Kampong Cham Province for the rollout of the Leadership Training Manual developed as part of the project's implementation. The training course was very positively received by senior staff and will form an important foundation for future capacity-building

# Local Life Skill Education (LLSE) Project

*"Supporting MoEYS to scale up local life skills education"*

## Project Profile

<b>Donor</b>	UNICEF
<b>Direct Beneficiaries</b>	Not Applicable
<b>Budget Received in FY 2023</b>	USD79,863.00
<b>Provinces Covered</b>	8 Provinces
<b>Districts Covered</b>	22
<b>Target Primary Schools</b>	34 schools (Baseline Testing only)
<b>Target Secondary Schools</b>	28 schools (Baseline Testing only)
<b>Start Date</b>	August 2023
<b>End Date</b>	February 2024

## Project Update

UNICEF supports MoEYS to implement a local life skills education program (LLSE) to develop soft skills as outlined in the school syllabi for Grades 4-6 (primary school) and for Grades 7-9 (secondary school). LLSE provides opportunities for students to apply what they have learned from all subjects and other diverse sources of information (including online learning) to their daily life practice through an active and participatory 6-step problem-based learning process.

In August 2023, KAPE was contracted by UNICEF as a consulting agency to support the MoEYS in harmonizing local life skills education programs with support from different NGOs/donors and thereby, facilitating a nationwide scale-up of the LLSE program to be led by an MoEYS working group. As part of its Technical Assistance (TA), KAPE is responsible for several tasks under this assignment including (1) Development and administration of a life skills baseline assessment that will compare 3 kinds of schools (LLSE schools, New Generation Schools, and Control Schools); (2) Development of a Life Skills Training Manual that focuses on problem-based learning; (3) Development of a reference document that summarizes useful resources for teaching life skills; and (4) Development of a road map document that helps MoEYS and UNICEF plan out an expansion of LLSE activities to more schools in more provinces.

## Key Activities

### MoEYS

- Ensure smooth coordination between all concerned departments and stakeholders in scaling up LLSE training and implementation nationwide.
- Design a training manual to reinforce teachers' professional development in reference to teaching methodology and 21st century skills development.
- Strengthen good governance in schools as a precondition for effective LLSE implementation.
- Support teachers to become "life skills teachers" who promote opportunities for students to apply their learning from all subjects in their daily life.
- Optimize the use of existing LLSE resources and make such resources available for schools (i.e., through DIT e-learning platform)
- Identify mechanisms to support teachers after training (e.g., school-based mentoring). Use existing government structures in channeling such support.
- Include ICT-related factors in the training manual to promote digital education in schools and ICT integration in the teaching and learning of LLSE.
- Revise existing assessment practices on soft skills development (e.g., formative assessment) and consider introducing competency-based student assessment.
- Help to integrate the key features of project work in the 6-step LLSE process.

## Goal

The purpose of this assignment is to support the MoEYS Life Skills Working Group to gradually expand LLSE implementation in new districts and provinces. The assignment will be organized around the following 3 core tasks:

- Conduct an assessment that will establish a baseline of students' soft skill level while at the same time identifying current challenges in implementation as well as factors that facilitate successful implementation at school level. The assessment will include the identification of multiple comparative groupings including treatment schools (both current and proposed), control schools, and New Generation Schools (NGS) as an additional model for comparison.
- Develop a training manual on LLSE implementation that integrates the assessment results and MoEYS working group suggestions, together with the organization of additional resource materials on prioritized topics (e.g., climate change, gender equity, mental health, etc.).
- Develop guidelines for program expansion, proposing a suitable approach using district and province-wide implementation with indicative costing (considering training one school director and two teachers from each school) introduced by UNICEF, including details on the M&E procedures to be applied.

## Snapshot



*Consultation with relevant sub-national and national stakeholders on proposed training manual development.*



*Consultative Workshop with relevant sub-national and national stakeholders and presentation of the Training Manual to relevant stakeholders.*

### Schools

- Support effective implementation of LLSE linked with good governance and strong leadership.
- Reinforce teachers' understanding of soft skills.
- Identify additional resources to support the implementation of LLSE for some topics (e.g., Climate Change).
- Identify the basic resources schools may lack for LLSE implementation (e.g., LCDs, computers are not available).
- Survey the lack of teachers as a constraint of LLSE implementation (especially at lower secondary level).
- Highlight the importance of involving all stakeholders in LLSE implementation, including students and community.
- Highlight how schools can promote behavior change in the community through LLSE implementation.
- Highlight that LLSE improves school-community relationships.
- Advocate with local authorities (commune, district, and province) to take further actions to support local life skills implementation and solve current challenges.

# ASEAN Digital Literacy Programme (ADLP)

*"Working to reduce Cambodia's digital divide"*

## Project Profile

<b>Donor</b>	ASEAN Foundation
<b>Direct Beneficiaries</b>	7,254 (F: 4132)
<b>Budget Received in FY 2023</b>	USD14,760.00
<b>Unit Cost per Beneficiary</b>	USD2.03/person
<b>Provinces Covered</b>	15 Provinces
<b>Districts Covered</b>	Around 30 districts
<b>Target Primary Schools</b>	15
<b>Target Secondary Schools</b>	25
<b>Start Date</b>	5 August 2022
<b>End Date</b>	30 May 2023

## Project Update

As ADLP reached a conclusion at the end of the year, KAPE was invited to attend the ASEAN Digital Literacy Impacts Forum in Bali, Indonesia in November 2023 to represent Cambodia and showcase the project's impacts and best practices in the region. KAPE was selected as a committed implementing partner among the 10 ASEAN Member States and received an Exceptional Award from ASEAN Foundation. All the resources of ASEAN Digital Literacy programme have been localized and uploaded on the [digital class ASEAN platform](#).

Please follow the link to learn more about the ADLP Impacts Forum: <https://www.phnompenhpost.com/business/asean-foundation-with-support-from-google-org-holds-asean-digital-literacy-programme-impact-forum-and-launches-digital-literacy-e-learning-platform>



KAPE received Certificate of Appreciation during ASEAN Digital Literacy Programme Night Show.

## Key Activities

- Provided 20 hours of Training of Trainers (ToT) for 85 Master Trainers in Media, Information, and Digital Literacy (MIDL).
- Master Trainers provide Post-Training on MIDL to end-beneficiaries in their target communities or institutions, which include youth, elderly, teachers, parents, and other vulnerable groups. The post-training period was around 3 months.
- Organized Master Trainers Gathering Event. As part of this event, Master Trainers shared their best practices, challenges, lessons learned during post-training activities, and discussed a possible plan and solutions for future practices to raise awareness about misinformation and disinformation and useful modalities for prevention.

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## Goal

The ASEAN Digital Literacy Programme (ADLP) was developed by the ASEAN Foundation with financial support from Google.org. This is a regional programme that is being implemented by 10 ASEAN Members States (AMS). The programme aims to combat misinformation and disinformation by providing digital literacy training for youth, teachers, parents, community leaders, and government officials. Moreover, it includes a strong awareness campaign element to ensure that the importance of media and information literacy is better understood by a wider audience and inspire people to become the agent of change that can help detect and prevent hoaxes and fake news from spreading.

The key strategy employed by the project is to train 85 Master Trainers at all levels of society and use them to help deliver the ASEAN curriculum designed to promote online safety to many more Cambodians when they return to their communities.

## Snapshot



The master trainers from various state schools and local nongovernmental organizations attended the ADLP workshop, resulted the digital literacy was very great for them to continuously teach students on how to identify misinformation and disinformation.

## Project Impact

At least 76 Master Trainers (90%) have delivered the Post-ToT training on Media, Information and Digital Literacy to end-beneficiaries in their respective communities and institutions between January and May 2023. Master Trainers used the ADLP resources (e.g., Slide Presentations, Training Manual, Pre- & Post-Tests, Training Report Form, etc.), which were fully contextualized and translated into Khmer. Training activities were conducted both offline and online to accommodate beneficiaries' available time/schedules or their overall availability. Each training activity covered at least 2 topics selected from the 4 main modules and it consists of 2-4 hours per session. Based on the training report forms submitted by Master Trainers, all post-ToT training was successfully delivered with productive engagement, lessons learned, and high levels of satisfaction expressed by the final training recipients. Most of the end-beneficiaries are youth, accounting for 90% of trainees while the other 10% comprised teachers, parents, persons-with-disabilities, elderly and vulnerable groups.

A spin-off activity of the ADLP was a major research activity that seeks to map out the digital divide in Cambodia and make recommendations for future investments to bridge the digital divide.

# Khmer Digital Literacy Programme (KDLP)

*“Working to promote foundational digital skills in secondary education”*

## Project Profile

<b>Donor</b>	Meta (Facebook)
<b>Direct Beneficiaries</b>	3,000 (F: 1500)
<b>Budget Received in FY 2023</b>	USD30,000.00
<b>Unit Cost per Beneficiary</b>	USD10.00
<b>Provinces Covered</b>	4 provinces
<b>Districts Covered</b>	4 districts
<b>Target Primary Schools</b>	Not Applicable
<b>Target Secondary Schools</b>	6 New Generation Schools
<b>Start Date</b>	17 October 2022
<b>End Date</b>	30 June 2024

## Project Update

In 2023, KAPE and MoEYS worked closely to organize the launch of the KDLP Digital Resource Pack. This process started with a launch event with financial support from Meta at the Hyatt Regency Hotel in Phnom Penh. The main objectives of the event were: 1) To officially disseminate the KDLP Resource Pack in New Generation School (NGS) setting and eventually Model Schools; 2) To continue the strong collaboration between Meta, MoEYS, and KAPE in improving digital literacy among students in New Generation Schools; and 3) To promote digital skills development at secondary schools in the near future. To achieve these goals, Meta has agreed to support KAPE until the end of 2024. The contextualization of the resource pack was completed in 2023 and piloting has begun in 6 New Generation Schools with planning for expansion to other schools in 2024.



*(Left to Right): Mr. Heng Pheakdey (Meta Country Representative), H.E. Kim Sethany (MoEYS Secretary of State), and Mr. Sao Vanna (KAPE Executive Director) meet to launch the KDLP Project at the Hyatt Regency Hotel in Phnom Penh.*

## Key Activities

- **Content Analysis:** Digital Literacy content analysis for the existing ICT curriculum in NGS to compare with WeThinkDigital curriculum.
- **Establish TWG:** A Technical Working Group was established to organize consultative workshops with DIT to contextualize the digital literacy courses.
- **Review Contextualized Digital Resource Packs:** The project selected 12 ICT teachers and organized 4 Consultative workshops and 2 ToT training workshops on Khmer Digital Literacy resource packs that will be used for students in Grades 7-9.
- **Pilot Implementation of the Digital Resource Packs:** Implementation of the pilot of the KDLP resource pack in the selected New Generation Schools in 4 different provinces.
- **Reflection Meetings:** The project organized Reflection Meetings with ICT teachers, TWG members and stakeholders to analyze the benefits and possible gaps that need to be addressed.

## Goal

The Khmer Digital Literacy Programme (KDLP) is a joint initiative of KAPE, MoEYS, and Meta. The goal of the program is to take the globally used WeThinkDigital curriculum and resource pack developed by Meta (Facebook) in 2019 and contextualize it for use in the Cambodian education system. This curriculum is designed to help develop the skills needed to create responsible digital citizens with skills in critical thinking, empathy, and digital discourse. KDLP is a one-year programme aimed at rationalizing and improving the ICT curriculum for lower secondary levels in New Generation Schools (NGS) and beyond. The programme will provide students with fundamental skills related to digital literacy through training and workshops using the WeThinkDigital curriculum. This program started in October 2022 and will end in June 2024.

## Snapshot



*Key participants in the KDLP Project Launch ceremony stand with MoEYS, Meta, and KAPE at the Hyatt Regency Hotel in Phnom Penh.*

## Project Impact

As of December 2023, a total of 12 ICT teachers from 6 NGS schools in 4 different provinces participated in 4 Consultative Workshops and 2 ToT Trainings on the Khmer Digital Literacy resource pack. Among the 6 modules of the WTD curriculum, 4 modules with 23 lessons have been contextualized to match the Cambodian context, especially in the NGS setting. The KDLP resource pack covers key aspects of digital education, such as a compelling introduction to digital learning in the 21st Century, digital foundational skills, digital ‘wellness’ awareness-raising, and digital engagement. The selected ICT teachers will use this resource pack either as a compulsory or extra-curricular course to teach students from grades 7 to 9 in their respective schools for 5 months from Jan – May 2024. KDLP resource pack will provide students with essential digital skills and fundamental knowledge of digital literacy that will allow them to grow safely and confidently in this digital era. Approximately 3,000 students and 24 teachers, as direct beneficiaries, will potentially benefit from this program.

The partnership between KAPE and Meta is highly strategic in terms of helping KAPE to better understand future trends in the digital field, since Meta a giant tech corporation with a strong understanding of new directions in technology such as Artificial Intelligence. KAPE hopes to benefit from this relationship in terms of the development of future relevant programming in digital education.

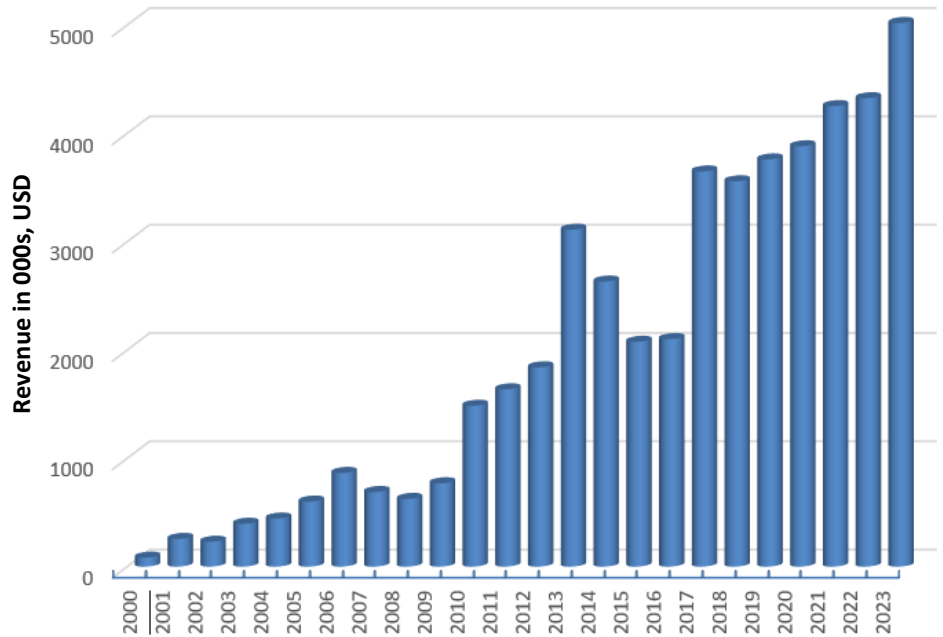
# Financial Highlights

## Cash Assets and Expenditure

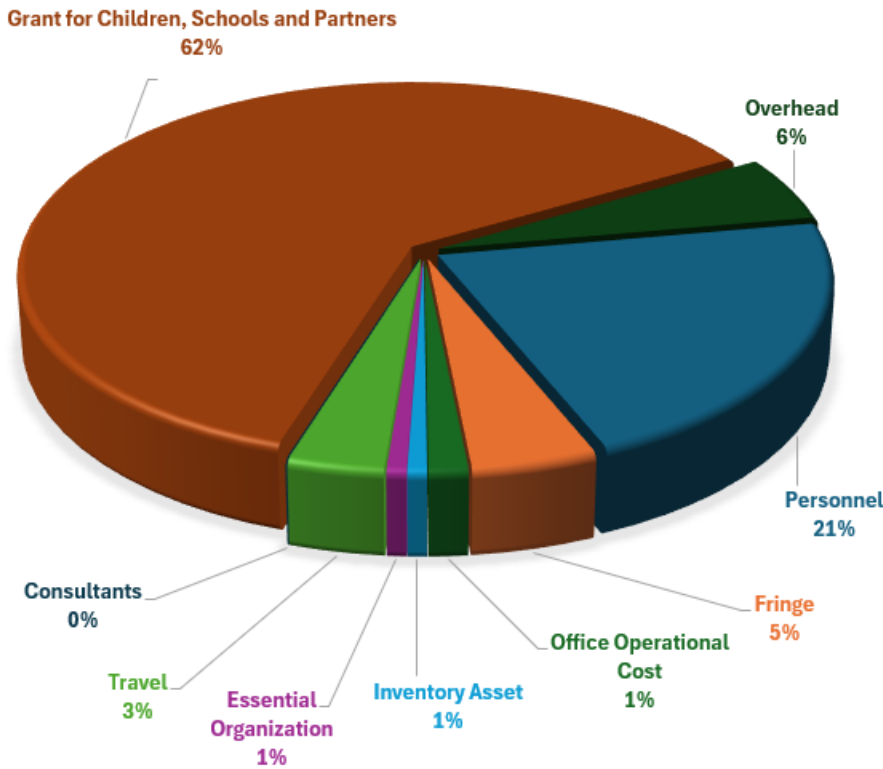
Description	Amount (USD)
Total Project Revenues FY2023	5,019,856.04
Balance Forward from FY2022	201,588.76
Interest Income	7,975.38
Available Assets in FY23	5,229,420.18
Total Expenditure in FY23	4,543,826.50

**Fund Utilization Rate** 87%

## Fund Receipt Trend



## How was the money spent?



## Revenue Streams in FY2023

Donors	Amount (USD)
Ministry of Education, Youth and Sport	1,819,014.60
Kinchan Foundation	1,760,930.91
European Union (EU)	376,697.79
ChildFund Germany	271,774.64
ChildFund Cambodia	193,021.14
Asia Development Bank (ADB)	151,221.41
Plan International	132,758.01
UNICEF	67,226.92
TAF/UNICEF	56,195.55
The Asia Foundation	49,621.46
NOREC	44,824.82
WeWorld	37,030.68
Meta	29,883.21
UNESCO	14,941.61
ASEAN Foundation	14,713.31
<b>New Revenue Received FY 2023</b>	<b>5,019,856.04</b>

**Notice:** The annual average of currency exchange rate for 2023 is 1 dollar = 4,110R (Accounting and Auditing Regulator).

## 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 FY2023

## Board of Directors



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Chair



**BUN RITHY**  
Vice Chair



**THOUCH THAT**  
Member



**HEM MONY**  
Member



**H.E. CHHAY TYPA**  
Member



**THORN VANDONG**  
Member

## Senior Management Team (SMT)



**SAO VANNA**  
Executive Director



**HIN SIMHUON**  
Vice Director & Senior Technical Adviser  
Tech, Manager



**KURT BREDEBERG**  
Senior Technical Adviser



**BO SAMBATH**  
Finance Director



**CHUON SARAN**  
HR & Admin Manager



**HEM MARY**  
IEP Coordinator



**UL RUN**  
NGS Operation  
Manager/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



**PICH SOPHOEUN**  
Program Manager



**SLESS TAHIEITH**  
Program Manager



**OEUN BORA**  
Program Manager



**MOM LEY**  
Program Manager



**NOU SINATH**  
Program 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



**SOM LADET**  
Finance Manager



**KUL VANDY**  
Education Project  
Manager



**BEAN CHANNY**  
NGS Second. Coordinator



**THAN SREYVY**  
School Grant  
Manager



**PHAL SOVANTHY**  
Education Quality  
Specialist



**VANN SOK SARAK**  
M&E Manager



**OEUR SAWIN**  
Senior Comms.  
Officer



**CHUON MUOILY**  
Primary Ed Team  
Leader



**SIM PHALLY**  
Child Protection &  
Gender Officer



**STANISLAS KOWALSKI**  
Technical Adviser



**PAOLA MASSA**  
Education Advisor



**Dr. JILL (KILA) REIMER**  
Technical Advisor



**Dr. MONTELLO MARIA**  
Technical Education  
Adviser

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

