

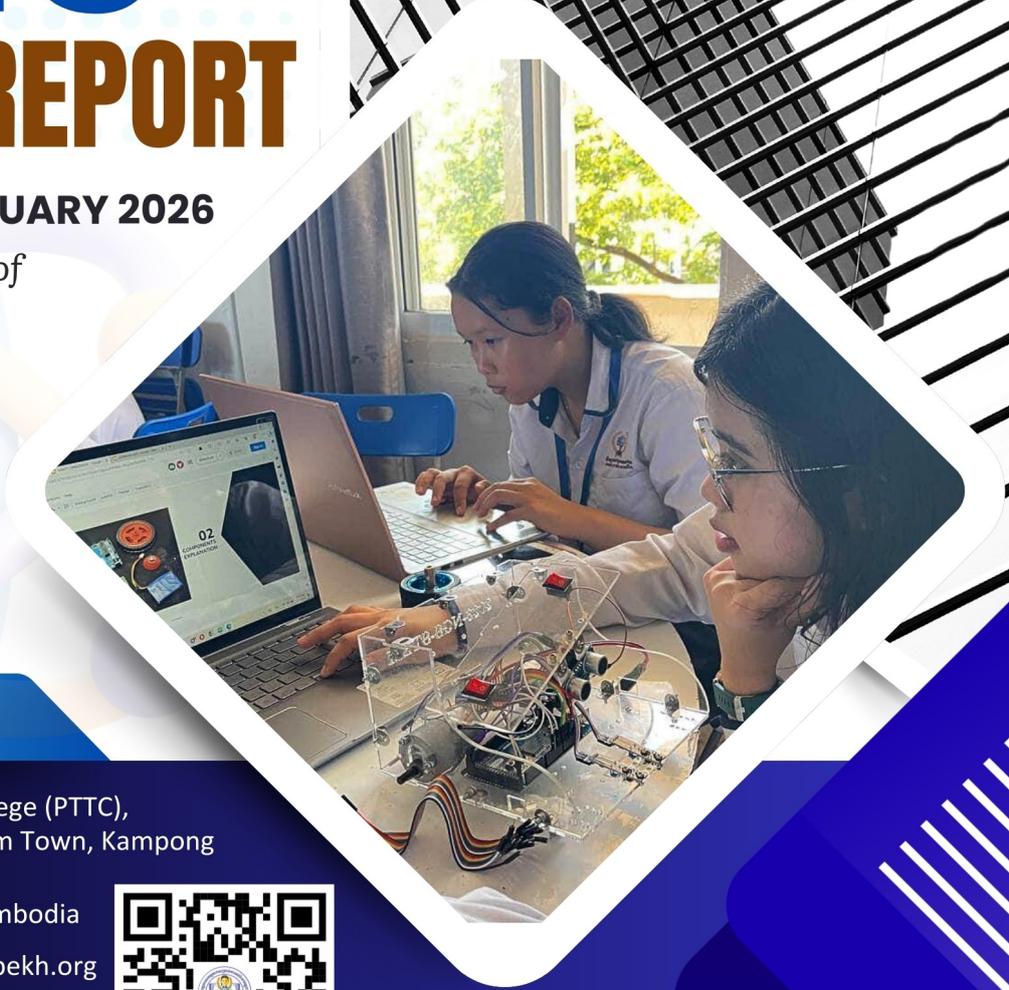


Kampuchea Action to Promote Education (KAPE)
"Development with a Human Face"

2025 ANNUAL REPORT

RELEASED ON 15 FEBRUARY 2026

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



Provincial Teacher Training College (PTTC),
National Road 7, Kampong Cham Town, Kampong Cham Province



P.O. Box 1621 Phnom Penh, Cambodia



042-941-481
042-941-918



kape@kapekh.org



www.kapekh.org



t.me/kapemedia



www.facebook.com/kapeaction



www.youtube.com/@KAPECambodia



www.youtube.com/@KAPECambodia

Notice: For more impacts of each project, please see our website. You could read more case studies of our project implementations at: http://kapekh.org/en/what-we-do/4/?pro_id=20

Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I am pleased to approve the Annual Agency Report for FY2025, covering the period from January to December of this year. Despite the tumultuous global landscape marked by trade wars, the closure of USAID, and ongoing conflict with Thailand, KAPE has successfully maintained and even slightly increased its funding portfolio. However, the challenges confronting Cambodian society continue to be significant. Therefore, I would like to extend my heartfelt congratulations to the entire agency for its ability to navigate these difficult economic and political circumstances, as well as for the esteemed reputation it has built over the past two and a half decades. The Board congratulates KAPE once again for delivering a strong year of competent performance across all aspects, and we look forward to continued effective management in the years ahead.



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

Mr. Heang Koy
KAPE Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 15 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 160,372 children and several hundred teachers, at over 385 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

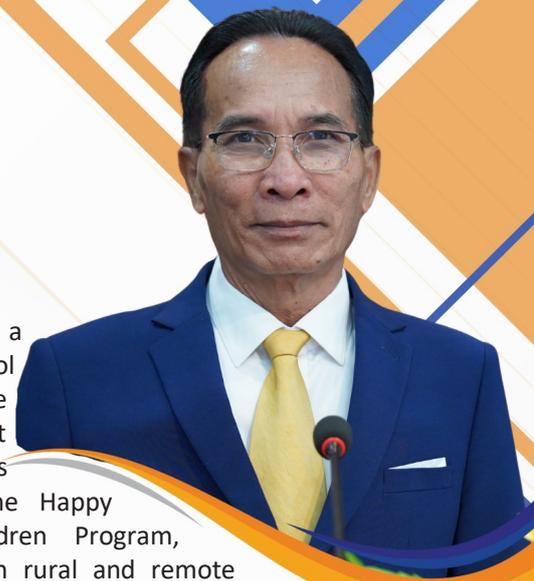
To work with government, community and other stakeholders, to empower vulnerable children and youth to achieve their own right to a quality education through innovative approaches.

Our Core Values

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



A Note from the KAPE Executive Director . . .



KAPE shares the present annual report with our stakeholders with great pride as the agency reaches the end of 26 years of continuous operation. The present report summarizes key events and activities during the 2025 program year. In this regard, the agency ended the year with 20 projects, which is fewer than the year before but still high by historical standards. A major disappointment this year, however, related to the award of KAPE's first direct grant from USAID as the lead agency for the *Bridging Educational Solutions for Transformation* or BEST Project in November 2024 followed by its cancellation in February 2025 as part of the illegal shutdown of USAID by the Trump Administration. This was a \$2.5 million grant that had great potential but which is now gone. Such events demonstrate the instability of the funding environment for development agencies. Nevertheless, KAPE succeeded in expanding its funding for the agency's flagship program known as *New Generation Schools* as well as the rapid expansion of funding from the Kinchan Foundation as the HCC program expanded its support from 70 to 84 primary schools in remote areas. Thus, KAPE still ended the year with historically high revenues of over \$5 million USD despite the debacle with USAID.

During the year, KAPE staff worked diligently on completing a new 5-Year Strategic Plan aimed at guiding the agency through the development landscape for the period 2025-29. This period will not only mark the conclusion of KAPE's third decade but also usher in its fourth. The strategic plan highlights key themes, including a sustained emphasis on digital technology, a cautious approach to bilateral and multilateral aid due to its inherent unreliability, and the importance of maintaining a close relationship with the MoEYS. This partnership will be particularly vital as the Royal Government continues to prioritize the enhancement of education and the expansion of the New Generation School System.

Our agency continues to focus heavily on investments in digital education including the startup of the *ASEAN Ready for AI Project*, which is a new initiative funded by the ASEAN Foundation and Google. In addition, KAPE is now a key member of the *AI National Taskforce* set up by the Deputy Prime Minister and has taken a leading role in integrating AI utilization in New Generation School reforms as well as Life Skills Education. KAPE also leads other digital literacy projects funded by UNESCO and Child Fund/Korea.

KAPE also continued to expand the programming scope of existing programs. In this respect, the New Generation School Program, which is funded by MoEYS through KAPE, expanded to two new secondary schools in Siem Reap and

Prey Veng with a third school currently in the pipeline in Pursat Province. As noted above, the Happy Cambodian Children Program, which focuses on rural and remote schools, has expanded to include 84 primary schools across eight provinces with seven more schools in the pipeline for 2026. HCC is KAPE's fastest growing project with investment of about \$2 million per year.

Key challenges for KAPE remain a significant concern, particularly in light of ongoing conflicts between Cambodia and Thailand. Relations with Thai educators have been severely impacted in this regard, undermining KAPE's substantial investments in fostering collegial partnerships with various Thai educational institutions. As a result, KAPE will in the future need to seek alternative opportunities for international educational experiences, including exposure visits, joint research, and collaborative ventures. Furthermore, funding for development appears to be contracting due to the closure of USAID, the global economic downturn, and border conflicts that may affect Cambodian government revenues, compounded by rising tensions in Ukraine that divert development funding away from poor countries like Cambodia. Additionally, the rapid evolution of artificial intelligence is poised to significantly influence educational practices, making it essential for KAPE to strive to remain at the forefront of educational advancement. Nevertheless, KAPE feels confident that it can adequately address these challenges going forward.

Finally, I would like to close by thanking all stakeholders and partners for their full support during 2025 and we look forward to more positive achievements in the new year.



Mr. Sao Vanna
Executive Director

Table of Contents

Greetings from the KAPE Board of Directors.....	2
A Note from the KAPE Executive Director.....	3
Table of Contents.....	4
Agency Overview for the Year.....	5-6
A Glance into the Future.....	7
Special News and International Events.....	8-12
New KAPE Publications.....	13
Donors, Branch Offices, Target Provinces and Projects in 2025-2026.....	13
KAPE Programming by Technical Subsector.....	14
TTO Import Export Co., Ltd.....	15
• New Generation School Initiative (NGS).....	16-17
• New Generation Pedagogical Research Center (NGPRC).....	18-19
• Happy Cambodian Children (HCC) Project.....	20-21
• Children’s Learning, Access to Support, and Sustainability Project (CLASS).....	22-23
• Inclusive Education Program (IEP).....	24
• Life Skills Learning for Adolescent Girls (LSLAG).....	25
• Digital Workforce Development (DWD).....	26
• Digital Education Programming (DEP).....	27
• AI Ready ASEAN, DVITSA, IDEAL, & DMIL.....	27-28
• Enhancing Quality Learning for Out Of School Children (EQUAL-i3L).....	29
• Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project (FOSTER).....	30-31
• Technical Assistance to Support the Roll-Out of MoEYS Leadership Development Program (MLPDP) (Phase 2).....	32
• Local Life Skills Education (LLSE) Project.....	33
KAPE Financial Highlights 2025.....	34
KAPE Management Team FY2025.....	35
KAPE Organizational Chart 2025.....	36



PREPARED BY
Mr. Oeur Sawin

Media and Communications Manager

ENGLISH WRITTEN AND EDITED BY
Mr. Kurt Bredenberg

Senior Technical Adviser

KHMER REVIEWED AND EDITED BY
Mr. Hin Simhuon

Vice Director/Technical Manager

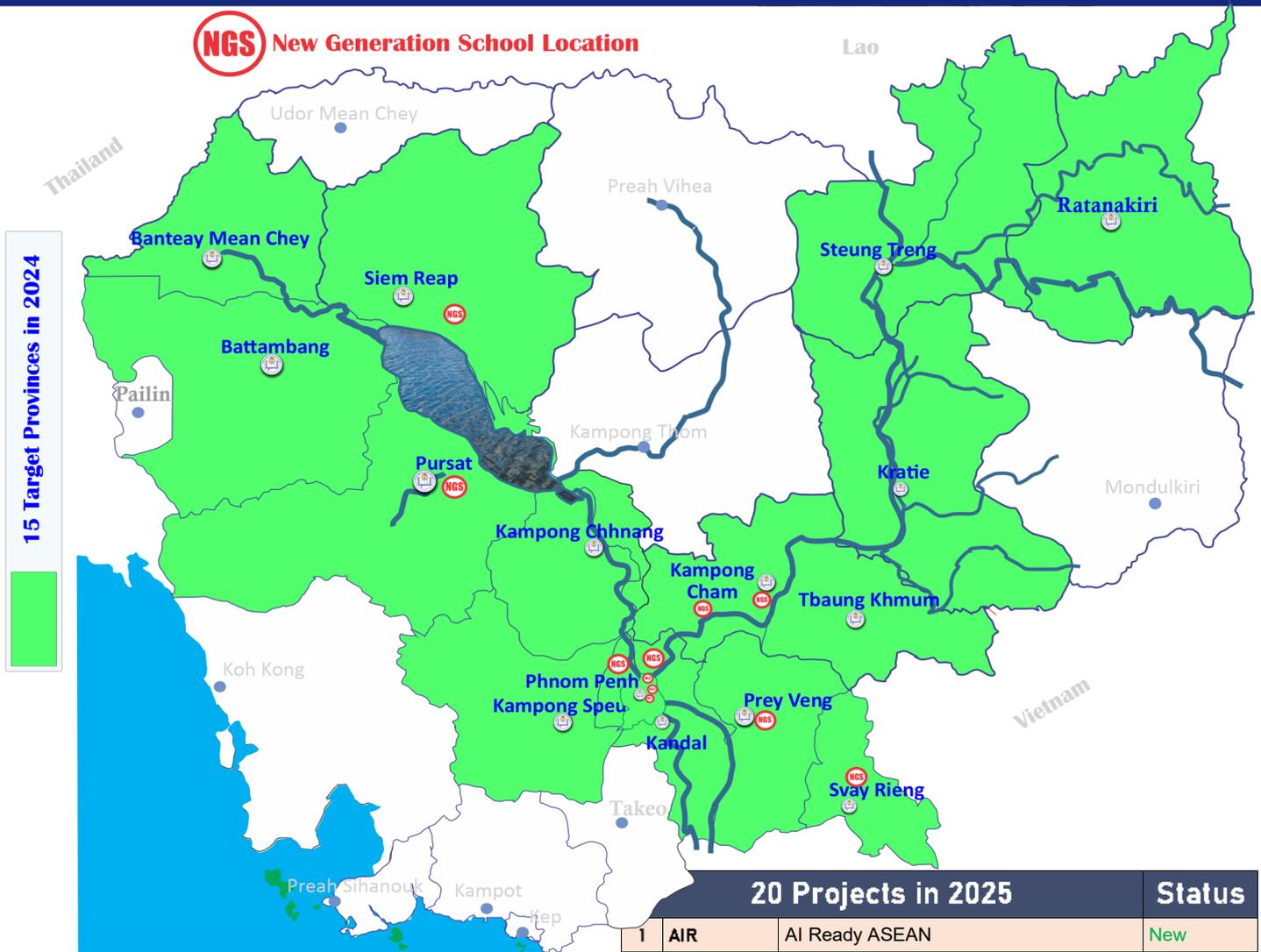
Mr. Chhuon Saran

Human Resource and Admin Manager

PROJECT DATA AND INFORMATION PROVIDED BY

Mr. UL Run	(NGS Operation Manager/Senior National Adviser NGS)
Mr. Bo Sambath	(Finance Director: Financial Highlights)
Mr. Oeurn Bora	(Project Manager HCC)
Dr. Sun Somara	(Training Coordinator NGPRC)
Ms. Hem Mary	(IEP Coordinator/ MLDP)
Mr. Tom Titona	(Project Manager CLASS)
Ms. Mol Sothea	(Project Training Officer LSLAG)
Mrs. Sim Phally	(Child Protection and Gender Coordinator/ DWD)
Mr. Kul Vandy	(Project Manager FOSTER)
Mr. Sar Sophanak	(Project Coordinator DEP(AIR, DVITSA, IDEAL & DMIL))
Mr. Sless Tahieith	(Project Manager EQUAL-i3L)
Mr. Chhorn Lin	(Project Manager LLSE)
Mr. Sum Vannak	(Publishing Manager TTO)

Agency Overview for the Year



The year 2025 was a challenging year for KAPE due to many changes in the global environment including trade wars, border conflicts, and the recent closure of USAID. In terms of the latter event, KAPE had just received a \$2.5 million grant from USAID for the BEST Project, which was subsequently cancelled by the Trump Administration as part of a global phase-out of all US Government Assistance. Nevertheless, KAPE has been able to maintain high annual funding levels of \$5.44 million USD as well as an historically large portfolio of on-going projects numbering 20 in all (see Projects Table). Although six projects ended this year, major anchor programs such as New Generation Schools and the Happy Cambodian Children Project have renewed funding for 2026 along with several new smaller projects. In addition, a number of new project designs are still under consideration by potential donors and there is a high likelihood that at least one or more of these projects will eventually be approved in 2026 (see Program Development Summary Table below).

KAPE-implemented projects continue to span 15 provinces and benefit over 100,000 children and youth. The agency maintains 12 field offices all over Cambodia demonstrating KAPE's large network and penetration of the Cambodian countryside. In 2025, KAPE had 16 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 [\(Continue to page 6...\)](#)



their importance as a source of funding continues to be small (less than 10% of total revenues) relative to other sources of funding. This is part of a deliberate strategy to limit dependency on bilateral and multilateral donors due to their challenging bureaucracies and often unreliable funding (e.g., USAID). The rationale behind this strategy is also to increase agency independence from donor-driven agendas that are often at odds with agency goals and beliefs, particularly in the area early grade reading, mentoring, and other areas.

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 receipts. The Ministry approved an 11th year of direct funding for 2026 to continue the implementation New Generation School reforms and support the recent expansion into two new provinces (i.e., Prey Veng and Siem Reap). The MoEYS has also approved an expansion of NGS programming into Pursat Province in 2026. In 2025, NGS saw an important milestone marking the 10-year anniversary of these reforms. MoEYS continues to be KAPE's largest donor providing over \$2 million in annual funding to the agency during the 2025 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) with its innovative approach to teacher mentoring. Additional sites may also be added to the NGS System through the MoEYS' latest project agreement with the Asian Development Bank.

A total of eight New Generation Schools will be supported through this new ADB project. KAPE has formally applied for funding to manage this new project as part of a competitive bidding process (see Table below).

The agency continued to raise its profile abroad and participated in a number of international study visits and conferences in Seoul Korea; Indonesia, Chung Quing China, and Thailand. KAPE's engagement in these visits along with a

continuing flow of published research (cf. <https://www.kapekh.org/en/publications-media/22/>) help to strengthen the agency's reputation and credibility, especially during policy discussions.

In terms of key strategic directions in its educational programming, KAPE continued to invest heavily in digital education with the start-up of the AI-Ready Project funded by the ASEAN Foundation-Google and a new partnership with the Ministry of Posts & Telecommunications in which the agency will help leverage digital expertise from MPTC and Educational Broadcasting of Cambodia using the agency's considerable educational network, especially in New Generation Schools. KAPE was given a leading role in a new AI Taskforce set up by the Deputy Prime Minister and is currently developing AI literacy guidelines for the Kingdom. Finally, KAPE has made great strides in promoting soft skill development through its partnership with UNICEF as well as STEM Education through its NGS programming.

KAPE's overall financial situation continued to be strong during the year with annual revenues jumping from **\$5.2 million** in FY2024 to **\$5.4 million** in FY2025 or an increase of **5%**. At the end of the year, KAPE counted 16 donors and partners including new or returning donors such as Kinchan Foundation and WeWorld. Nevertheless, it is important to note that about **38%** of agency revenues are now coming from the Ministry of Education, Youth, and Sport, making the Royal Cambodian Government KAPE's largest donor. Another **57%** is coming from private foundations and the private sector while the remainder (**5%**) is bilateral or multilateral. Fund utilization rates during the year stood at **92%**, 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 FY2025.



A Glance into the Future ...

As six projects were scheduled to end in 2025, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. New project designs focused on advances in digital education, autonomous schools, and teacher mentoring. In all, 15 project designs were submitted for donor review and approval in 2025. Several of these were requests for extensions but several were also requests for new projects (such as ASEAN AI Ready). Of these proposal submissions, nine were successful, four are pending, and two were unsuccessful. This constitutes a 60% success rate, with a strong likelihood that pending proposals will also be accepted. As a result of program development efforts during the year, KAPE so far expects to field at least 16 or more projects in the next fiscal year, two of which will be over \$1 million per year.



Program Development Summary for 2025

Program Name	Partners	Donor	Status	Duration
1. AI Ready ASEAN Project	--	ASEAN Foundation/ Google	Successful	2 Years
2. ASEAN Medium and Small Micro-enterprises AI Skills Training	--	ASEAN Foundation/ Google	Unsuccessful	2 Years
3. Creating Helpful Opportunities in Certified Employment and Skills-Training (CHOICES)	--	Mekong-Republic of Korea Cooperation	Unsuccessful	3 Years
4. Educate a Child	WeWorld	Qatar Foundation	Pending	3 Years
5. Education for Youth Employment (EYE)	Child Fund Deutschland WeWorld BSDA	Federal Ministry for Economic Cooperation & Development ¹	Successful	3 Years
6. EQUAL-i3L (Extension)	--	Plan International	Successful	3 Years
7. Happy Cambodian Children (Extension)	Krousar Yoeung	Kinchan Stiftung	Successful	1 Year
8. MPTC Cooperation	Education Broadcasting of Cambodia (EBC)	Ministry of Posts & Communication	Successful	1 Year
9. New Generation Pedagogical Research Center (7 th Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
10. New Generation Schools Initiative/ Primary School Level (8 th Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
11. New Generation Schools Initiative/ Secondary School Level (11 th Extension)	Franks Family Foundation	MoEYS	Successful	1 Year
12. Secondary Education for Human Capital Competitiveness (SE4HCC)	IPE Global, Ltd. World Education	Asian Development Bank	Pending (Short-listed)	3 Years
13. NGS Expansion	--	Asian Development Bank	Pending (Eol Submitted)	3 Years
14. CamEMIS	Community Systems Founda- tion (New York)	Asian Development Bank	Pending (Eol Submitted)	3 Years
15. UWS Program Evaluation	Realtime Evaluation	United World Schools	Successful	6 months

¹ Bundesministerium für Wirtschaftliche Zusammenarbeit und Entwicklung or BMZ

SPECIAL NEWS AND INTERNATIONAL EVENTS

"Development through networking and outreach"

KAPE OBSERVES 25TH ANNIVERSARY

On the occasion of its 25th anniversary (1999-2024), KAPE organized a spectacular gathering in April 2025 to commemorate the anniversary that radiated warmth and unity, highlighted by a delightful dinner shared among its dedicated staff. The event was further distinguished by the presence of esteemed guests, including representatives from the MoEYS, the Provincial Offices of Education, the Kampong Cham Provincial Governor's Office, private companies, and numerous partner organizations. Their participation infused the atmosphere with vibrant energy and excitement, fostering a sense of closeness and immense pride among all attendees.

To enhance the occasion's significance, KAPE invited several former key technical officers and original agency founders who had played pivotal roles in advancing the organization's educational programs. These esteemed individuals shared invaluable insights, captivating the audience with reflections that resonated deeply. Their contributions were recognized with certificates of appreciation presented by KAPE's management and a representative from the Kampong Cham Provincial Governor's Office, making the celebration a truly memorable and inspiring milestone.

The KAPE Executive Director (top picture) and H.E. Sang Vathana, Secretary of State of MoEYS accepts a gift to represent strong cooperation with the Ministry over the last 25 years; the original 8 founders of KAPE (bottom picture) take a moment to reflect on the agency's accomplishments over the last decades.



KAPE EXECUTIVE DIRECTOR INVITED TO PEACE CONFERENCE IN KOREA



In September 2025, the KAPE Executive Director was invited by Heavenly Culture, World Peace, and Restoration of Light (HWPL) for an international conference devoted to promoting world peace as part of Global Citizenship. Known as the HWPL World Peace Conference, the summit draws many organizations and foundations from all over the world to seek ways to promote peace. The HWPL is a non-governmental organization registered with the Seoul Metropolitan Government of the Republic of Korea. It is associated with the UN Department of Global Communications (DGC) and in Special Consultative Status with the UN Economic and Social Council (ECOSOC). Participating in the conference assists KAPE in promoting its Global Citizenship programming as part of the effort to support 21st Century Life Skills.

SPECIAL NEWS AND INTERNATIONAL EVENTS

"Development through networking and outreach"

KAPE ORGANIZES FIRST MEETING OF HCC STEERING COMMITTEE WITH MOEYS AND KINCHAN FOUNDATION

During 2025, KAPE successfully organized a formal meeting of the HCC National Steering Committee, a key committee that oversees the implementation of the multi-million-dollar investment made by the Liechtenstein-based Kinchan Foundation in remote public primary schools. Leveraging its relationship with MoEYS, KAPE secured a commitment from H.E. Chan Sophea, MoEYS Secretary of State, to preside over the inaugural meeting of the Steering Committee, held in Kampong Cham Town in early August 2025. The meeting was attended by 23 individuals, including several POE directors and vice directors from supported provinces, alongside representatives from various government offices and departments. The meeting addressed critical issues such as teacher shortages, approval of Contract Teacher agreements, and other significant concerns that necessitate close cooperation with government counterparts. Additionally, the meeting included participation from Ms. Ulla Giesecke, representing the Kinchan Foundation, facilitating valuable exchanges of viewpoints between MoEYS and the Foundation.



HCC Steering Committee Meeting: H.E. Chan Sophea (in black jacket) chairs the first meeting of the Steering Committee of the Happy Cambodian Children Project, which has invested over \$10 million so far in 84 primary schools and preschools since 2018.

5-Year Strategic Plan:
Maximizing Opportunities for Agency Development
KAMPUCHEAN ACTION TO PROMOTE EDUCATION

Covering the period:
FY 2025 to 2029

Issued:
September 2009
Revised:
November 2025

Kampuchean Action for Primary Education, PO Box 1621, Phnom Penh, Tel: 042-941-481.
Fax: 042-941-918, email: kape@kapekh.org, website: www.kapekh.org/new

INTERNAL AGENCY RETREAT LEADS TO COMPLETION OF NEW STRATEGIC PLAN FOR 2025-29

In July 2025, KAPE managers and Senior Management Team members met to review previous strategic plans and map out a new 5-year strategy for the next planning period of 2025-29. The new planning document (see inset) seeks to help KAPE navigate the challenging operational environment characterized by a diminution of resources, global turmoil from trade wars and regional conflicts, and an acceleration of the digital revolution. The resulting document provides a road map that focuses on the development of new programming in key new areas such as AI, 21st Century Life Skills, and Global Citizenship while maintaining a focus on traditional strategies such as promoting autonomous schools, school governance, inclusive education, and teacher mentoring. This document should be an important guide to help KAPE successfully complete its 3rd Decade as it prepares to enter a 4th Decade.

SPECIAL NEWS AND INTERNATIONAL EVENTS

"Development through networking and outreach"

AGENCY STAFF RETREAT SUCCESSFULLY COMPLETED

KAPE hosted its Annual Assembly Meeting for staff from April 1 to 3, 2025, in Kampong Cham City, Kampong Cham Province, bringing together over 130 staff members and board representatives. This retreat coincided with KAPE's celebration of 25 years of impactful work in advancing education development. It provided a meaningful opportunity to reflect on the achievements of the past year while crafting strategic plans for the year ahead. Over the past 25 years, KAPE has made remarkable strides in educating Cambodian children and youth, spanning preschool to university levels, leaving a lasting legacy in the nation's educational landscape. Over the past 25 years, KAPE has invested over 50.6 million dollars in public education. But beyond the monetary figures, KAPE's legacy is written in the stories of students whose lives have been transformed over the last 25 years.



KAPE Staff Retreat: KAPE Staff from all projects during the agency's 2025 Annual Staff Retreat in Kampong Cham Town.

KAPE SENIOR MANAGEMENT TEAM WELCOMES NEW MEMBERS

As part of an effort to promote the advancement of talented young professionals who have shown high loyalty to KAPE over the last ten years or more, the KAPE Senior Management Team has begun a process of expanding its membership to provide an opportunity for more consultative decision-making within KAPE. The SMT has now increased from 8 to 10 members with the addition of Ms. Som Ladet (Finance Department) and Mr. Phann Bunnath (Chief of Party/BEST Project). Both individuals have worked in KAPE for over 10 years and bring key expertise to the SMT in such areas as charter schools and financial management. The expansion of the SMT with new younger members will also help to facilitate the eventual succession plan whereby the most senior members of the committee (and agency founders) can retire. In the future, it is likely that additional senior managers within KAPE will be invited to join the SMT.



Expanding the SMT: The KAPE SMT welcomes two new members (Mr. Phann Bunnath and Ms. Som Ladet – rear on right handside) to increase the representation of senior managers.

SPECIAL NEWS AND INTERNATIONAL EVENTS

"Development through networking and outreach"

KAPE AND MOEYS REPRESENTATIVES INVITED TO VISIT CHUNG QUING CHINA

In a significant step towards educational reform, KAPE and representatives from the MoEYS participated in an exposure visit to Chongqing, China. This delegation, comprising KAPE leaders and directors from seven distinguished New Generation Schools, aimed to explore advanced STEM education, digital integration, and modern school management at leading Chinese educational institutions, such as Southwest University in Chungqing. The visit also sought to establish frameworks for student and teacher exchange programs and specialized training courses to enhance the quality of education in Cambodia. Concluding the mission, a Memorandum of Understanding (MoU) was signed between the New Generation School Initiative (NGSI) and partner universities

in Chongqing to ensure long-term collaboration. Supported by Chongqing Dongxueji Culture Communication Co. Ltd., the China Literature and Art Foundation, and the One Belt & One Road Initiative Special Fund, this initiative included participation from key Cambodian schools like Prek Leap HS, Hun Sen Kampong Cham HS, and Preah Ang Duong HS. By exposing school leaders to international best practices, KAPE aims to catalyze innovation within the NGSI network, ultimately modernizing the curriculum and improving educational standards for Cambodian students. Relationships such as these with Chinese educational institutions will be increasingly important to fill the vacuum created by the collapse in aid from the United States.



MoU Signing with Chinese Educators: KAPE and MoEYS representatives sign an MoU to promote cooperation with Chinese educational institutions

FIRST REGIONAL POLICY MEETING OF THE ASEAN READINESS PROJECT TO PROMOTE AI LITERACY IN INDONESIA

KAPE made a significant contribution to the field of education by sending two key representatives, Mr. UI Run, Senior National Advisor, and Mr. Sar Sophanak, AI Ready Project Coordinator, to participate in the 1st Regional Policy Meeting of the ASEAN AI-Ready Project held from February 12 to 14, 2025, at the ASEAN Secretariat in Jakarta, Indonesia. Organized by the ASEAN Foundation and sponsored by Google, the conference was officially launched by H.E. Nararya S. Soeprapto, the ASEAN Deputy Secretary-General for Community and Corporate Affairs, marking a pivotal moment in promoting AI literacy and responsible AI use among educators, youth, and policymakers. As an implementation partner for the project in Cambodia, KAPE aimed to gather insights from leading AI experts, policymakers, and multidisciplinary stakeholders, facilitating collaboration on the integration of AI into Cambodia's education system. The event featured regional policy dialogues, capacity building courses, and AI training sessions at Google's headquarters, positioning KAPE strategically to leverage AI for equitable and innovative education in line with Cambodia's goals for digital transformation and the development of 21st-century skills.



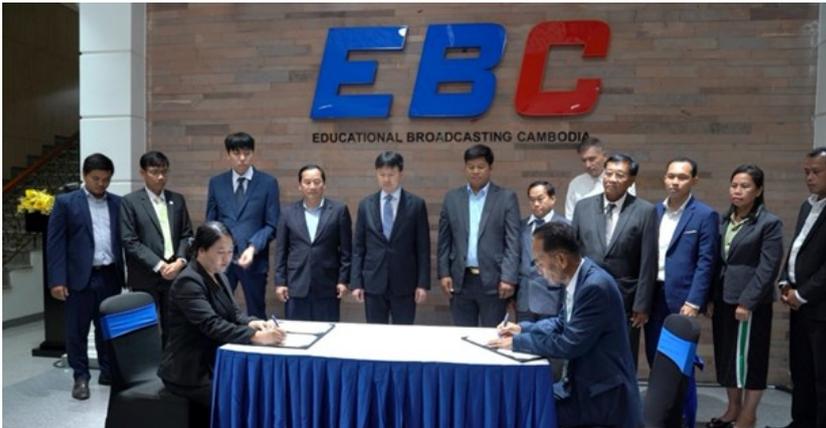
KAPE Works with Other ASEAN Countries to Promote AI Literacy: KAPE representatives join with other ASEAN organizations working to promote AI literacy.

SPECIAL NEWS AND INTERNATIONAL EVENTS

"Development through networking and outreach"

SIGNING OF NEW AGREEMENT BETWEEN KAPE AND MINISTRY OF POST & TELECOMMUNICATIONS

On June 6, 2025, Kampuchea Action to Promote Education (KAPE) formalized its commitment to enhancing digital education in Cambodia by signing a Memorandum of Understanding (MoU) with Educational Broadcasting Cambodia (EBC), which is an arm of the Ministry of Posts & Telecommunications (MoPTC). The ceremony, presided over by H.E. Sok Puthyvuth from MoPTC, marked the beginning of a strategic partnership aimed at revolutionizing education through four key initiatives. These include developing online learning platforms for remote access, training 1,500 educators in modern digital teaching methods between 2025 and 2026,



Signing Ceremony: The KAPE Executive Director (right) signs a long-term MoU with a representative of EBC.

providing computers and internet access to 500 rural schools by 2028, and creating digital lessons aligned with the national curriculum. By 2030, the collaboration with KAPE aspires to equip over 1,000 schools with essential digital infrastructure, ultimately benefiting 500,000 students. This initiative seeks not only to bridge the urban-rural divide but also to empower Cambodian youth with 21st-century skills, supporting the country's broader transition to a digital economy. The partnership has been cemented with an initial \$30,000 grant from the Ministry to KAPE to bolster digital education in New Generation Schools, which is funded by MoEYS (also through KAPE). The grant will likely be followed by additional support to achieve the bold vision described above.

KAPE DEMONSTRATES NATIONAL SOLIDARITY BY SUPPORTING REFUGEES DISPLACED BY THAILAND'S INVASION OF BORDER PROVINCES

On December 12, 2025, KAPE demonstrated its commitment to national solidarity by organizing a substantial humanitarian program to support internally displaced persons affected by Thailand's invasion of Cambodia's border provinces. Collaborating with the Kampong Cham Provincial Administration, KAPE's leadership and staff coordinated a donation of essential supplies, which included 100 blankets, 80 bags of rice (equivalent to 2 tons), 99 boxes of shredded meat, 108 bottles of soybean paste, 40 kg of meat and dried fish, 80 kg of flattened rice (Ambok), 20 kg of cucumber and preserved radish, and 5 cases of sweet bread. Additionally, a total fund of 7,200,000 Riels (approximately \$1,800 USD) was contributed to the Royal Government. This initiative aimed to aid government efforts to defend Cambodian territory at the front lines while providing much-needed relief to citizens who have been forced to flee their homes due to the military aggression, underscoring KAPE's dedication to the welfare of impacted communities during times of crisis. Recent actions by the Thai military have shattered KAPE's efforts to build close ties with Thai educators over the years.



Charitable Donation to the Royal Cambodian Government: KAPE and its staff make a charitable donation in both materials and funds to support internally displaced persons at the border.

NEW KAPE PUBLICATIONS

Over the years, KAPE has developed and printed many technical publications on a variety of topics ranging from student assessment, constructivist learning, student clubs, project work, and many more. Altogether, KAPE has published over 20 manuals and policy documents as MoEYS publications. During the last year, KAPE published and distributed a revised version of the Constructivist Learning Manual to include a major section on Computational Thinking. The incorporation of this new section into the earlier developed manual is intended to amplify the ability of teachers to introduce new critical thinking skills such as pattern recognition, decomposition, the use of algorithms, and other aspects of critical thought. These and other technical resources can all be found on the recently upgraded New Generation School Website (<https://ngs.edu.kh/en/resources/>). In addition, KAPE also completed the contextualization of the *WeThinkDigital* curriculum developed by Meta and worked with MoEYS to have this manual published for use in all public secondary schools. This was a major achievement that will greatly enhance ICT literacy curricula in the public school system.



Donors, Branch Offices, Target Provinces and Projects in 2025-2026

16 Donors in 2025

1. Asian Development Bank
2. ASEAN Foundation/Google
3. Child Fund Korea
4. Federal Ministry for Economic Cooperation & Development (BMZ)
5. Gap Foundation
6. Kinchan Foundation
7. MoEYS
8. MPTC-EBC
9. NOREC
10. Oxfam/GB-Eu
11. Plan International
12. The Asia Foundation
13. UNICEF
14. UNESCO
15. USAID
16. WeWorld



12 Branch Offices

1. Phnom Penh (3)
2. Ratanakiri
3. Kratie
4. Kompong Chhnang
5. Tbaung Khmum
6. Prey Veng
7. Svay Rieng
8. Siem Reap
9. Stung Treng
10. Bantheay Meanchey



15 Target Provinces

- | | |
|------------------------|------------------|
| 1. Phnom Penh | 12. Tbaung Khmum |
| 2. Kandal | 13. Battambang |
| 3. Kampong Cham | 14. Pursat |
| 4. Prey Veng | 15. Kampong Speu |
| 5. Svay Rieng | |
| 6. Siem Reap | |
| 7. Kampong Chhnang | |
| 8. Ratanak Kiri | |
| 9. Stung Treng | |
| 10. Kratie | |
| 11. Bantheay Mean Chey | |



12 Donors in 2026

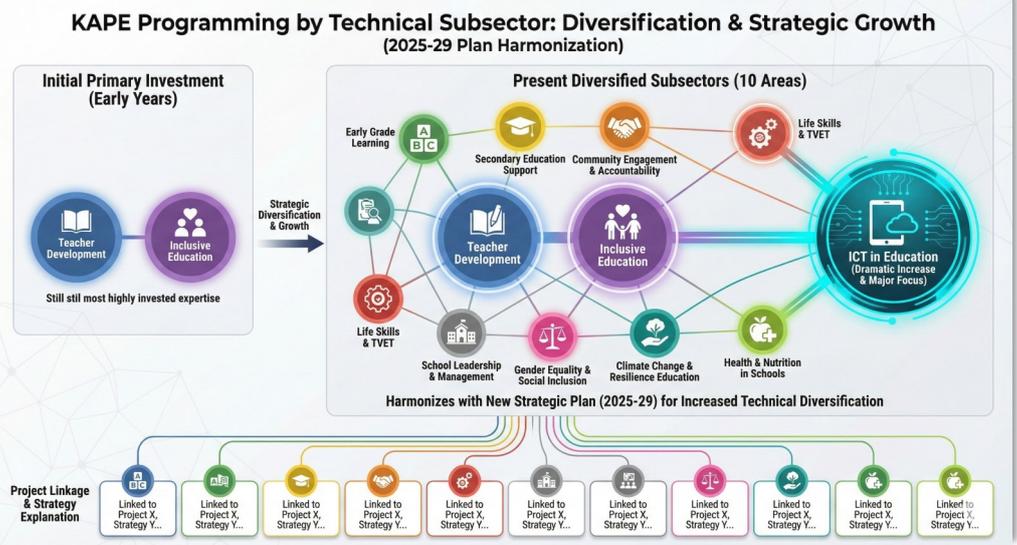
- | | | |
|------------------------------------------------------------------|-----------------------|-------------|
| 1. Asian Development Bank | 5. Kinchan Foundation | 11. UNESCO |
| 2. ASEAN Foundation/Google | 6. MoEYS | 12. WeWorld |
| 3. Child Fund Korea | 7. MPTC-EBC | |
| 4. Federal Ministry for Economic Cooperation & Development (BMZ) | 8. Plan International | |
| | 9. Give2Asia | |
| | 10. UNICEF | |



KAPE Programming by Technical Subsector

Over the years, KAPE has succeeded in diversifying its penetration of various technical subsectors, as per its strategic planning. The agency first invested primarily in only two subsectors, namely Teacher Development and Inclusive Education. While these two strategic subsectors remain KAPE's most highly invested areas of expertise, they have been joined by eight other areas, as can be seen in the table below. This level of diversification harmonizes with KAPE's new Strategic Plan (2025-29), which calls for increased technical diversification in KAPE's programming. A major change in the classification of technical subsectors has been 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, 2025

KAPE Projects (2025)	ACRONYM	Technical Subsectors									
		Charter School Development	ICT in Education	Teacher Development	Inclusive Education	Early/Upper Grade Reading	Preschool Programming	Infrastructure Design	Library Development	Life Skills & Career Counseling	STEM Education
1. ASEAN Digital Literacy Program	ADLP		✓								
2. Bridging Education Solutions for Transformation	BEST		✓	✓	✓	✓			✓	✓	
3. Children's Learning, Access to Support, & Sustainability	CLASS			✓	✓	✓	✓		✓	✓	
4. Digital Visualization in Technology Skills Accelerator	DViTSA		✓	✓				✓			✓
5. Digital Workforce Development	DWD				✓						✓
6. Education for Youth Employment	EYE		✓	✓	✓				✓	✓	
7. Improving Lifelong Learning through Enhancing Quality Learning for Out of School Children	EQUAL-i3L			✓	✓	✓			✓	✓	
8. Fisher Folk Making Circular Economy Work	FOSTER			✓	✓	✓	✓		✓	✓	
9. Happy Cambodian Children	HCC			✓	✓	✓	✓	✓	✓	✓	
10. Improving Digital Education for All Learners	IDEAL		✓	✓	✓			✓	✓		
11. Local Life Skills Program	LLSP			✓						✓	
12. Life Skills Learning for Adolescent Girls	LSLAG				✓					✓	
13. Digital Media & Information Literacy	DMIL-2		✓	✓				✓		✓	
14. MoEYS Leadership Professional Development Program	MLPDP		✓		✓						
15. Ministry of Posts & Telecommunications Cooperation	MPTC-C		✓								
16. Norwegian Exchange Cooperation	NOREC										
17. New Generation Pedagogical Research Ctr.	NGPRC	✓	✓	✓							
18. New Generation School Initiative (Secondary Level)	NGSI (Secondary)	✓	✓	✓	✓			✓	✓	✓	✓
19. New Generation School Initiative (Primary Level)	NGSI (Primary)	✓	✓	✓	✓	✓		✓	✓	✓	✓
Total Projects Working in Each Sector		3	11	14	12	6	3	6	10	12	4

TTO HIGH LIGHTS

About Us

TTO is a local company first created by KAPE to promote access to teaching and learning tools in and outside the classroom. As a social enterprise, TTO is not part of KAPE but an associated partner.

Product

Teaching aids:

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

Certified

Publishing products approved by the Ministry of Education, Youth and Sport (MoEYS).



↑ TTO participated in humanitarian efforts by donating learning aid kits to out-of-school war refugee children, ranging from early childhood/preschool to Grade 6.

← These teaching and learning aids are prepared for TTO's customer for purchasing.



Participation in the product exhibition at the 12th Cambodia Book Fair at the French Building, Koh Pich, Phnom Penh. ↓



Contact Us at

Tel.: (855) 99 333 102 E-mail: info@tts-kape.org

Website: www.tts-kape.org and remember to "LIKE"

us on FB: www.facebook.com/ttskape

Or Scan QR Code →



New Generation Schools Initiative (NGS)

"Supporting the Best to Help the Rest"

Project Profile

Donor(s)	MoEYS; Franks Family Foundation
Direct Beneficiaries	9,216 Students (Secondary) 2,405 Students (Primary) 11,621 Students (Total)
Budget Received in FY2025	USD1.84 million
Unit Cost per Beneficiary	USD154 (Secondary) USD104 (Primary)
Provinces Covered	7 (Phnom Penh, Kg Cham, Kg Speu, Kandal, Svay Rieng, Prey Veng, Siem Reap)
Districts Covered	9
Target Secondary Schools	8
Target Primary Schools	4
Start Date	October 2015
End Date	Open-ended

Project Update

The year 2025 marks the 10th anniversary of the New Generation School (NGS) reform, a milestone that underscores the durability and impact of this innovative approach to public education. Established in 2015 through a memorandum of understanding between the Ministry of Education, Youth, and Sport (MoEYS) and Kampuchea Action to Promote Education (KAPE), the NGS system was designed to create independent public schools capable of fostering innovation, accountability, and school-based management. Over the past decade, the reform has not only transformed the schools directly involved but also influenced broader national reforms, including the adoption of Model Schools, the STEP-Up project, and ICT-enabled learning initiatives.

Milestone Events in 2025

- **High Overall Performance:** NGS continues to demonstrate high levels of performance on all key indicators. Dropout rates remain below 2%, Bac II pass rates exceed national averages, and university transition rates stand at 91%. Schools have maintained high motivation among teachers, strong adoption of modern teaching methods, and high student participation in extracurricular and project-based activities.
- **National Examination Results:** New Generation Schools put in another excellent performance on the Bac II Exam with a 91% pass rate and 51% scoring in the A-B-C range, compared to only 29% nationally.
- **Continued Expansion at Secondary School Level:** The NGS System began an expansion into secondary schools in Siem Reap and Prey Veng Provinces while plans to expand into Pursat Province in 2026 have now also been finalized. So far, 902 new students have joined the NGS System through this expansion with further grade expansion in planning for 2026.
- **University Transition Rates:** The NGS Central Office reported that 91% of those passing the Bac II Examination transitioned to university compared to less than 21.4% nationally.
- **Financial Sustainability:** Financial sustainability remains a key achievement. Parents contributed over \$2.06 million in 2025 to cover operational costs, averaging \$195 per student annually. While contributions vary by location, this demonstrates strong community buy-in. Eight out of 12 schools that have completed their investment stage now meet the benchmark of sustaining at least 70 percent of operating costs locally.
- **Game Tech Centers for Cutting-edge Technology Established:** With support from Liechtenstein Economic Development (LED), the NGS System was able to establish five Game Tech Centers in five secondary schools. These centers provide training to students to use cutting-edge digital visualization technology linked with AI that will help prepare them for work in a 21st Century economy.

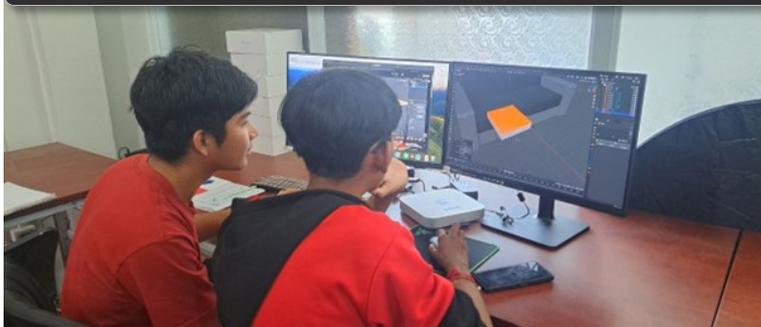
Program Rationale

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 2025

- **Entrance Examination Results for 2025:** The competition for admission to NGS schools remains intense, with over 4,400 applicants vying for fewer than 2,000 seats, highlighting access challenges despite plans to expand the NGS System.
- **Capacity-Building Workshops:** In 2025, the NGS Central Office conducted 19 workshops for 639 participants, focusing on various educational methodologies, including artificial intelligence, which successfully engaged over three-quarters of teachers in integrating AI into lessons.
- **Formative Assessments:** Formative school visits aimed to prepare institutions for upcoming accreditation evaluations, identifying strengths like motivated staff and weaknesses such as leadership gaps, prompting schools to address these areas.
- **School Financial System Re-organization:** To enhance transparency in financial management, schools are transitioning to new procedures that will be fully implemented by 2026, ensuring audited transparency in community contributions.
- **Technical Support to Other Schools:** NGS staff provided assistance to 30 Model Schools, 8 STEP-Up schools, and 7 Technical High Schools, sharing practices in innovative learning methodologies and AI integration.
- **Infrastructure Upgrades:** More than 35 facilities were improved or constructed, including laboratories and libraries, directly supporting active learning and student well-being in alignment with NGS's educational philosophy.
- **Artificial Intelligence Initiative:** NGS is at the forefront of integrating AI into education, with over 75% of teachers utilizing AI tools, while NGS staff have influenced national strategies on AI integration in public schools..
- **Project Work Fairs:** In 2025, over 3,200 student projects were implemented across NGS schools, involving nearly 9,500 students and promoting project-based learning, with fairs scheduled for the 3rd Quarter.

Accelerating Technology Skills Acquisition: Students in Prek Leap HS learn how to develop gaming simulations using a unique new curriculum designed for the purpose as well as specially designed lab facilities funded by Liechtenstein Economic Development and MoEYS. ↓



NGS Expansion:
The evolving new NGS campus at Aranh Rongsej Jr. HS in Siem Reap Province provides a modern learning environment for public school students.

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 2,632 students received gold, silver, and bronze medals in 2025 while schools demonstrated high rates of transition to university and low rates of dropout. Such results help to justify the high investment in New Generation Schools.



↑ *Enhanced Education at Preah Angduong. HS: The NGS Central Office has now replaced two new ICT labs at Preah Angduong HS in Prey Veng to create a robust digital learning environment to prepare students for the 21st Century.*



↑ *New Classroom Designs for Modern Schools: Architects working in the NGS System. have developed new classroom learning designs to promote the use of easily movable desks, attractive color schemes, and multi-functional furniture that provides storage, bulletin boards, educational displays, and whiteboards.*

Key Metrics for New Generation Secondary School Performance (2024-25)

Metric	NGS	National
Bac II Examination Pass Rate	91%	85%
Students with A, B, or C Bac II Pass:	51%	29%
Transition to University:	91%	21.4%*
Students Receiving Medals/Awards:	3,963	n/a
Students studying ICT 3 hrs/week or more:	100%	0%
Dropout Rate:	1%	LSS: 15.5% USS: 13.7%
Schools Accredited:	64%**	n/a
Secondary School Teachers with 4-Year Degrees or Higher:	90%	43%
Student Projects Completed	3,264	n/a

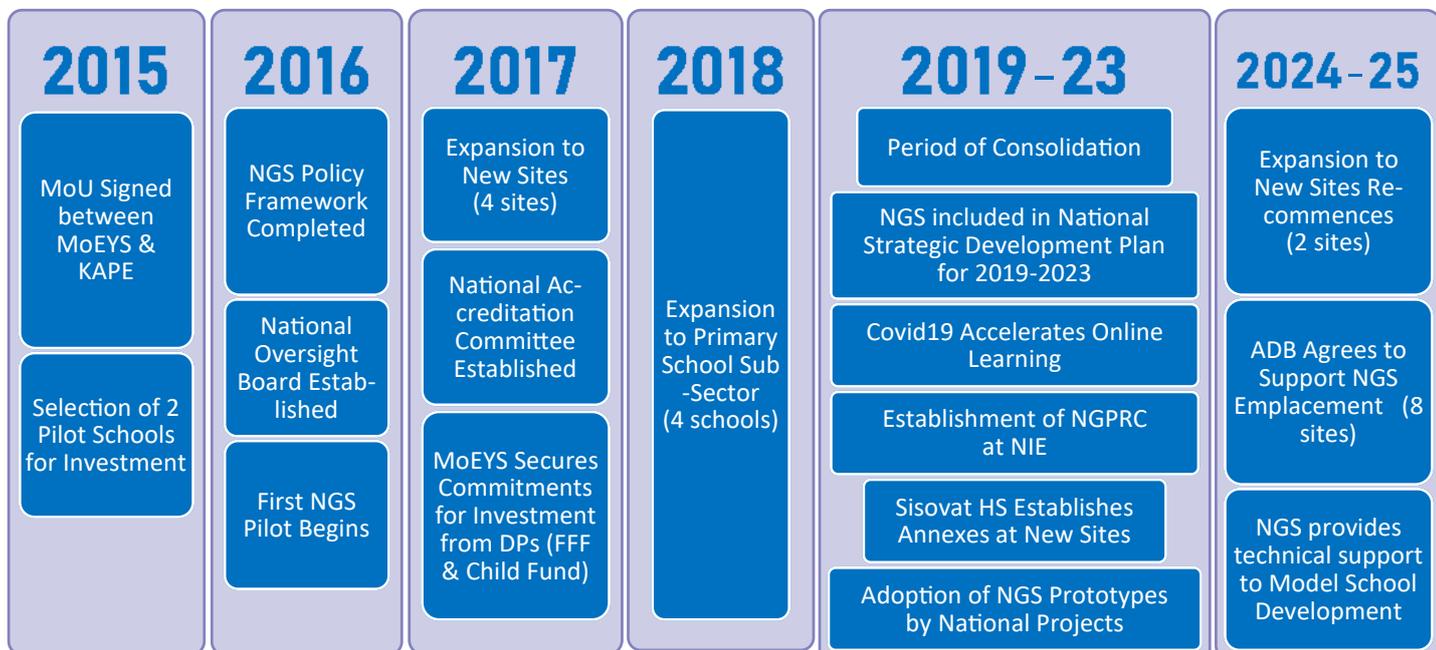
*Gross Enrolment (Tertiary)(WB); **Includes schools still in investment stage.

Sources: MoEYS, 2025; EMIS, 2025; World Bank, 2024



↑ *Financial Literacy Classes: Primary school children access the Money Tree digital platform to learn financial management skills.*

Ten Years of Investment in NGS Reforms: The MoEYS began investments in NGS Reforms starting in October 2015 and have proceeded uninterrupted to the present day. The graphic below summarizes key milestones during this evolutionary period. ↓



New Generation Pedagogical Research Center (NGPRC)

"Empowering educators with ethical and evidence-based practices"

Project Profile

Donor (s)	Ministry of Education, Youth and Sport (MoEYS)
Direct Beneficiaries	13 student-mentors
Budget Received in FY2025	USD169,979
Unit Cost per Beneficiary	USD13,075.30 per Master Degree Candidate
Provinces Covered	National Allocation of Mentors
Districts Covered	Not Applicable
Target School	Tertiary Education
Start Date	September 01, 2019
End Date:	Open-ended

Curriculum Framework

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

- 1. Professional Ethics and 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.

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.

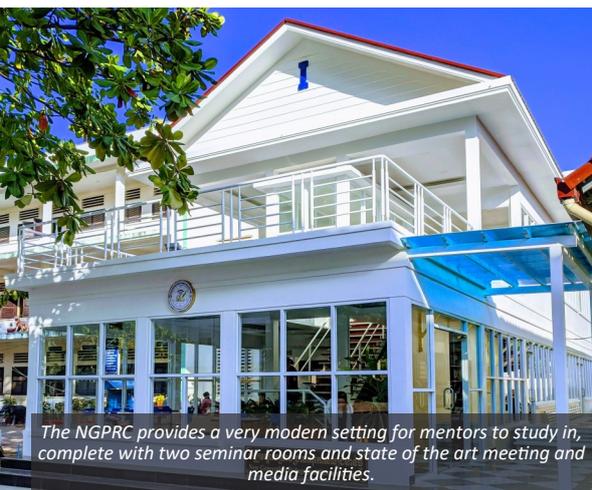
Mission: The NGPRC seeks to conduct research that will better inform efforts to train teachers who are already strong in their practice of teaching to understand how to mentor other teachers in a way that is effective and non-threatening.

Key Activities

- The center has planned and prepared, the New Action Plan for NGPRC 2025, to enhance its efficiency by following the key recommendations of H.E. Dr. Hang Chuon Naron, Deputy Prime Minister, Minister of MoEYS: supporting its vision, creating a handbook on new teaching methods, providing specialized training, producing training materials, redesigning teacher training programs, and establishing a sustainable training system with accreditation.
- Established NGPRC's Technical Oversight Board.
- Development of Short Courses on Mentoring and Reformulating the Master's Degree of Education in Mentoring Program.
- Retooled the Masters' Degree of Education in Mentoring and creating a comprehensive mentoring system (Concept note).
- Drafted the syllabus for Accelerated Teacher Training for NGS Schools.
- Field Visits to Promote the Concept of Mentoring: Visited the 15 target schools such Secondary Resource Schools, NGS, NGS-Schools under STEP-UP Project, and STEM-Based School.
- The center collaborates internationally with HEAD Foundation, EMCAST, and Texas A&M University on STEM education, teacher mentoring, and action research for professional publications.
- Research activities included an impact study on "Teacher Professional Development Needs", collaboration with Texas A&M University for book chapters, .
- The Center became a significant asset to the National Institute of Education by supporting reforms in demonstration schools, master's curricula, research, 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 16 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, Artificial Intelligence, 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.
- **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 2024, the Center had awarded a total of 134 Master's Degrees to successful candidates. Among these, 46 individuals were assigned to NGS schools, 25 were posted to Teacher Training Institutions, an additional 40 mentors were placed in a school-based mentoring pilot supported by the Upper Secondary Education - Sector Development Program funded by ADB and demonstration schools, and another 22 were placed in other schools.
- **On-going Support for Mentors:** NGPRC offers continuous support to posted mentors through the establishment of the Cambodia Association for Mentoring (CAM). CAM serves as a Professional Learning Community for mentors.



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.

Project Update

- NGPRC selected 13 candidates in 2025 with backgrounds in three different specialties: English, Social Science, and Natural Science.
- The center conducted two short courses on Mentoring for 51 mentors under Happy Cambodian Children (HCC) Project and Krousar Yoeung Association to support contracted teachers at their target schools.
- The center continues implementing and adhering to a Reduced Plastic Guideline, promoting an environmentally friendly and ecologically conscious approach.
- The center will be upgraded from “The New Generation Pedagogical Research Center (NGPRC)” to “The New Generation Pedagogical Research Department (NGPRD)” to align with the Prokas, No. 1785 of MoEYS, issued on November 02, 2022; however, it still maintained her own autonomous.
- The center has established professional partnerships with renowned national and international institutions.
- Development of Pedagogical Report by producing a number of pedagogical booklets.
- Develop a concept note a “New Master’s Degree in Education” with four proposed models.
- Continuing support is provided to the reform process at NIE, including assistance to revision of the master’s degree curriculum, establishment of Study Clubs and PLC, AI for training teacher-trainees, and support to the Research Department.

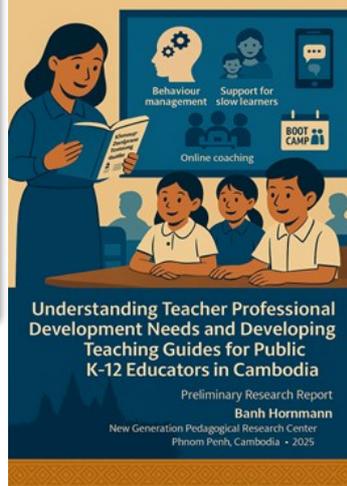


Final Members of the 6th Cohort of Mentors who are the final candidates chosen among 29 applicants.

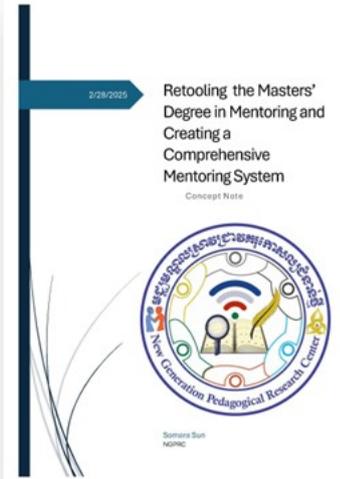
Snapshot



Cohort 6 Recruitment: Candidates for Cohort 6 take an entrance examination to enter the Center’s master’s degree program in 2025. Candidates are competitively chosen through exams, interviews, and classroom demonstrations.



A research study on “Teacher Professional Development Needs”.



A concept notes on “Retooling the Master’s Degree in Mentoring”.



The 1st NGPRC’s Technical Oversight Board Meeting on June 19, 2025; under the Presidency of H.E. Dr. Hang Chuon Naron, Deputy Prime Minister, Minister of Education, Youth, & Sport.



Visited the 15 targeted schools to promote the concept of mentoring and announce to recruit candidates for Master’s Degree of Education in Mentoring (6th Cohort).



Conducted two short courses on Mentoring for 51 mentors under Happy Cambodian Children (HCC) Project and Krousar Yoeung Association to support contracted teachers at their target schools.



The Activity in the Soft Skills and Leadership Club, for the 6th Cohort students, which conducted every morning of Wednesday.

Happy Cambodian Children (HCC) Project

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

Project Profile

Donor	Kinchan Foundation		
Direct Beneficiaries	29,431 (Girls: 14,175)		
Pre-School	79 (36 Girls) (43 boys)		
Primary Level	29,352 (Girls: 14,132)		
Budget Received inFY2025	USD2,333,800		
Unit Cost per Beneficiary	USD79.51		
Provinces Covered	8 (Siem Reap, Kampong Cham, Ratanakiri, Kratie, Tbuang Khmum, Preyveng, StungTreng, and BanteayMeanchay)		
Districts Covered	24		
Primary Schools Assisted	84	Cycle 4 Schools	14
Cycle 1 Schools	12	Cycle 5 Schools	15
Cycle 2 Schools	13	Cycle 6 Schools	14
Cycle 3 Schools	16	Preschools	1
Start Date	August 01, 2018		
End Date	Open-ended		

Project Update

Background: The Happy Cambodian Children Project (HCC) completed its seventh year of operation and will reach eight years in August 2025. During this year, the project successfully concluded the 2024-25 academic year in December 2025 and began the new academic year the following month. The most significant change in this year's programming was the decision to introduce a new school development cycle, adding 14 new schools in the provinces of Ratanakiri, Prey Veng, Banteay Meanchey, and Strung Treng. These new schools are classified as Cycle 6 schools. This expansion increases the total number of supported schools from 70 in Year 6 to 84 this year. Accordingly, the number of children supported by the project has risen to 29,431, including 14,175 girls. The budget for the current fiscal year has also increased to **\$ 2,333,800.00** which was invested in infrastructure and technical upgrades.

Modifications in Program Design: A major focus of the project's activities this year was planning to concentrate more intensively on classroom learning environments, particularly reading proficiency. While governance, access, and community outreach will still be important, they will take a secondary role compared to the emphasis on learning quality. A key aspect of the project's redesign includes a restructuring of the staffing model, which entails significantly increasing the number of field-based mentors. Mentors have proven effective in enhancing the performance of Contract Teachers, and the project aims to replicate this success with a larger number of Contract Teachers, as well as state teachers whose performance does not meet acceptable standards. In total, the project plans to engage 15 field-based mentors, three master mentors, and additional support staff to enhance learning both inside and outside the classroom.

Impacts on Children's Learning and Growth: As the project evolves, it continues to make significant strides in improving both student learning environments and learning outcomes. Efforts to increase reading proficiency are yielding promising results, with Zero Scores falling well below the national average and reading proficiency rates exceeding national levels. Major investments in infrastructure and furniture have greatly improved classroom learning conditions and the availability of teaching aids. Additionally, KAPE has successfully implemented 21st Century Libraries in nearly all participating schools. These new library facilities feature creative designs, extensive book collections, access to engaging learning games, and, in some cases, mobile learning services (M-learning), which provide children with tablets to engage in interactive learning activities.

Planning for Expansion: In 2026, HCC plans to increase the number

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



Building Capacity: Teachers start the school year with a Foundational Workshop to review new techniques of teaching and the role of mentors in helping them to improve their practice.



Milestone Steering Committee Meeting: The first Steering Committee Meeting was organized during the 4th Quarter culminating to a meeting chaired by H.E. Chan Sophea, Secretary of State of the MoEYS in early August 2025.



Enhanced Breakfast Programming: Children at Hanchey Preschool enjoy nutritious breakfasts, which addresses morning hunger and improves concentration.

Key Activities

- **Project Expansion:** The project now supports **84 primary schools** (up from 70 last year) and one preschool, reaching a total of **29,431 children**. Preparations are complete to add **14 more schools** in the present academic year, raising the total to 84 schools.
- **Strategic Planning Indicators:** A new "Road Map" performance monitoring framework was introduced to enhance project evaluation this year.

PRESCHOOL LEVEL

- **Breakfast & Hygiene Program:** A daily breakfast program and hygiene initiatives were implemented, with **\$2,976.16** spent on breakfasts, including **17% co-funding** from parents. Plastic plates have been replaced with stainless steel to improve safety.
- **Community Outreach:** Teachers conducted **100 home visits** to boost enrollment, resulting in an additional **79 children** enrolled. Parents raised **700,000 Riels (\$175)** to repaint classroom walls.
- **Capacity Building:** Training was provided on food preparation, hygiene, and Model Preschool Standards, enhancing teachers' and cooks' skills in nutritious meal preparation. Three teachers were specifically trained in model standards.
- **Student Learning:** The project monitored student progression and retention, achieving an **81% promotion rate** at the preschool level.

PRIMARY SCHOOL LEVEL

- **Mentoring Framework Roll-out:** A new mentoring framework was established with **3 senior mentors** and **15 field mentors** to provide intensive, individualized support to teachers. Mentors conducted over **2,571 individualized encounters** (observations & conferences) with teachers, resulting in a **68% increase** in high-performing teachers (Levels A/B) and a **15% decrease** in low-performing teachers (Levels C/D).
- **Capacity Building Workshops:** The project organized training for teachers, librarians, and school managers on various topics, including new teaching methodologies and leadership. A total of **25,038 participants** (including repeat attendees) engaged in capacity-building events. Additionally, **186 contract teachers** received specialized **3-day training** sessions to improve their pedagogical skills.
- **Remedial Support:** Mentors and teachers implemented remedial activities for struggling students, utilizing library resources. **1,780 lower-grade** and **1,089 higher-grade** students showed improvements after receiving support.
- **Exposure Visits:** The project organized visits to model schools to demonstrate best practices, with **1,161 stakeholders** (teachers, managers, community members) participating and gaining insights into effective management and teaching methods.
- **Physical Upgrading:** Significant investments were made to renovate classrooms, build new structures, and upgrade sanitation facilities. **125 classrooms** were renovated, **8 new buildings** were constructed, and **109-bathroom units** were renovated or built. Over **3,000 pieces of furniture** (desks, whiteboards) were repaired or

Project Impact

The Happy Cambodian Children (HCC) project has achieved significant impact by combining physical infrastructure upgrades with intensive technical support. Since 2018, the project has invested a total of **\$ 7.1 million**, expanding its reach to **84 primary schools** and supporting **29,352 children** across eight provinces.

- **Academic Success:** HCC students consistently outperform national averages. Notably, **63.8% of Grade 3 students** achieved reading proficiency compared to the national mean of **50.0%**, and early grade students demonstrated superior numeracy skills, particularly in addition.
- **Infrastructure:** The project significantly improved learning environments by renovating **125 classrooms** during the year, constructing **8 new buildings**, and upgrading sanitation facilities in the reporting year alone.

newly provided.

- **Library Enhancements:** Library facilities and book collections were upgraded. Schools now hold a total of **161,913 books**, averaging **6.6 books per student**. Libraries recorded **470,013 borrowing transactions**, with each student borrowing an average of **11.24 books**.
- **School Grants:** Unstructured grants were provided to schools for self-identified improvements (e.g., gardens, landscaping). A total of **70 schools** utilized **\$70,280** (combined project and community funds) to fund **103 discrete improvement activities**.
- **Commune Council Advocacy:** The project successfully advocated for local government funding for school maintenance staff. All commune councils committed **Commune Investment Funds (CIF)** totaling **\$69,620** for school caretakers' stipends.
- **Parental Engagement:** Librarians and teachers held meetings to increase parental support for reading and education, with **17,207 participants** attending these meetings, leading to increased library utilization and book borrowing.
- **Children's Councils:** Schools established and trained student councils to assist with hygiene, discipline, and maintenance, with **95% of schools** having active Children's Councils in place.
- **Student Assessment (EGRA/EGMA):** The project administered Early Grade Reading and Math Assessments to track proficiency. **63.8% of Grade 3 students** in HCC schools were proficient in reading, significantly outperforming the national mean of **50.0%**. In numeracy, Grades 1 and 2 students in project schools generally performed better than those in national projects, particularly in addition tasks.



New Standards for Library Emplacement: The HCC Project has striven to introduce new standards to improve the quality of library services in village schools including enhanced book collections, modern physical configurations to support discussion and group work, and expanded library hours. In the picture above, a Librarian in Smarsh PS conducts a special class for struggling students in the new school library recently emplaced by the project.

- **Teacher Quality:** Support extended to **826 teachers**, with a new mentoring framework leading to a **68% increase** in teachers classified as high-performing (Level A/B).
- **Sustainability:** The project successfully advocated for local ownership, with all commune councils committing funds for school caretakers and parents contributing to co-funding initiatives. Community engagement has also strengthened, with local communes committing **\$69,620** for school caretakers and communities contributing significantly to school improvement grants. This blend of physical, technical, and community support underscores HCC's success in building a more effective and sustainable educational ecosystem for underprivileged children.

Children's Learning, Access to Support, and Sustainability Project (CLASS)

"Strong communities build strong schools!"

Project Profile

Donor	WeWorld/ChidFund Deutschland
Direct Beneficiaries	20,266/(Girls = 9,814)
Budget Received FY2025	USD226,800
Unit Cost per Beneficiary	USD11.19
Provinces Covered	4 Provinces (Kg. Chhnang, Svay Rieng, Pursat, Prey Veng)
Districts Covered	9 Districts
Target Primary Schools	45 Schools
Start Date	January 2025
End Date	December 2027

Project Update

The REACH IV Project concluded in December 2024, transitioning into the Children's Learning, Access to Support, and Sustainability (CLASS) Project for the 2024-2025 academic year. In its inaugural year, the CLASS Project successfully executed all planned activities in targeted schools while maintaining collaborative efforts with provincial counterparts. To enhance the quality of education, the project delivered various forms of support, including foundational training for new public-school teachers, literacy coaches, and librarians, in addition to refresher courses for preschool teachers. Supplementary materials for pre-primary education were provided, along with resources for teaching aid production. The project contributed to enhancing teaching knowledge and career pathways for teachers, refurbishing classrooms, and promoting high-quality learning environments. Furthermore, the project organized literacy contests and remedial classes to bolster student learning. School Management Committees (SMCs) participated in exposure visits to learn best practices from successful schools both within and beyond provincial borders. The project also monitored small grants for student councils and offered specific support for vulnerable children across its 45 target schools in four provinces.

Key Activities

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 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, 21st Century Libraries, etc.).
6. **Early Grade Literacy:** Promoting early grade literacy by using reading toolkits and educational technology.
7. **Community Engagement:** Training School Management Committees to increase their engagement in education.
8. **Pedagogical Upgrading:** Capacity building of teachers and

Goal

General Objective: To contribute to the achievement of goals in the MoEYS Education [Strategic Plan 2024-2028](#) in order to guarantee the access and quality of basic education for all (i.e. preschool and Grades 1 to 6, focusing on both implementation).

Specific Objective: To enhance the Child Protection and Learning Impacts of children in multiple areas including literacy, and good government, 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 four target provinces.

Snapshot



DTMT conducts classroom observations as a mechanism to strengthen teaching quality. This involves observing teachers in their classrooms to evaluate their instruction. Providing face to face feedback after the observation is essential. It addresses specific areas for improvement, such as teaching methodology, the production of teaching aids, lesson plan preparation, guiding student learning activities, and classroom management. This process helps teachers feel more comfortable and confident in their work. It confidentially identifies any gaps in their practice and allows for those issues to be resolved promptly.

Providing material to pre-school class: The availability of materials for creating teaching aids is very important for pre-school teachers. These materials help teachers create an effective and engaging learning environment through classroom decoration, and educational games. Children enjoy learning in a colourful classroom filled with pictures and teacher-made games. They can play and interact with their friends during learning time. Moreover, an abundance of materials encourages regular school attendance and helps reduce student absenteeism.

school managers on new teaching methods, producing 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) 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 dropout and their families by promoting the active participation of Children's Councils.

(Continue to page 23...)

(...Continue from page 22)

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

Foundational training workshop for pre-school teachers

Preschool is a crucial foundation for children's education, setting the stage for a successful transition to Grade 1. The CLASS Project collaborated with the Provincial and District Offices of Education, particularly the Early Childhood Care and Development (ECCD) department, to organize a training course for preschool teachers in four target provinces. This training focused on teaching methodologies in Khmer and Math, addressing challenges identified during classroom observations. Participants included provincial and district education directors, school principals, deputy principals, and preschool teachers. The training content covered the following: (1) New daily schedules; (2) Teacher's Guidebooks; (3) Movement and integration study games; (4) Curriculum structures; (5) Weekly lesson planning and group reflections; (6) Skill-focused micro-teaching writing exercises.

Project Impact



Providing Library Books to Schools: This intervention involves consistently supporting target schools with library books every year. Books are essential for student learning and research. By granting access to a diverse range of reading materials both at school and at home, the project helps prevent student dropout by promoting regular engagement. Additionally, it positively impacts student behavior by shifting their focus from play to reading.



Literacy Contests: This activity centers on early-grade reading competitions for students in Grades 1 to 3, as well as a "Happy Reading" competition for Grades 1 to 6. This activity promotes a positive learning environment and enhances students' enthusiasm for learning. Most importantly, it improves reading skills by encouraging daily practice in preparation for the annual competition.



Remedial class and Provision of learning materials are two key strategies employed by the project to enhance the ability of the slow learners and numeracy and children's literacy levels. The project has made considerable investments in many target schools to address the serious deficiencies student learning.

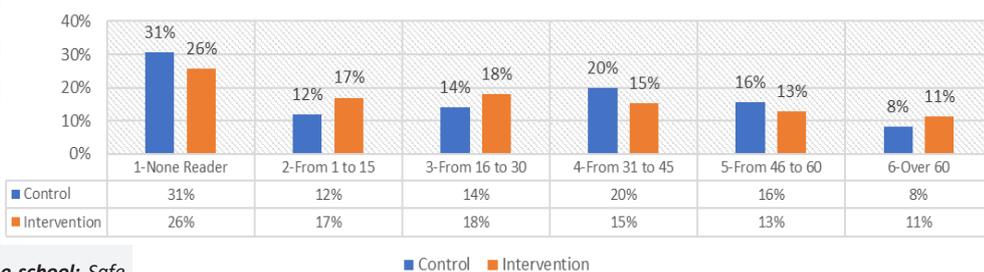


The Student Council monitors food quality in the school: Safe food in the school cafeteria is key to maintaining student health and safety. Therefore, the Youth Management Team regularly checks and follows up with sellers daily, in compliance with MoEYS guidelines regarding prohibited food and soft drinks.



Girls' counseling focuses on supporting girls' education by providing health care guidance in schools. This initiative educates girls on self-care during adolescence, including hygiene practices related to their first menstruation. It serves as a preventative measure to reduce dropout rates among female students.

Oral Reading Fluency Result on EGRA for Grade 1 to 3 Students By Subtask Category



↑ 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 EGRA 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 CLASS schools with students in designated control schools suggests that interventions in target schools are having major impacts on early grade literacy, based on Oral Reading Fluency rates in the test.

Differences in performance on the

words per minutes that students can read are summarized below:

Category Control vs. Intervention

- Zero Scores : 31% vs 26%
- From 1 to 15 wpm : 12% vs 17%
- From 16 to 30 wpm : 14% vs 18%
- From 31 VS 45wpm : 20% vs 15%
- From 46 to 60 wpm : 16% vs 13%
- Over 60 wpm : 8% vs 11%

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

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 the 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 the Life Skills Learning for Adolescent Girls Project (LSLAG) and the Digital Workforce Development Project (DWD) under the IEP program. It should be noted, however, that due to a lack of funding, the number of projects in IEP is now dwindling, especially with the recent the loss of funding from USAID.

	Life Skills Learning for Adolescent Girls (LSLAG)	Digital Workforce Development (DWD)
Donors	Gap Inc.	The Asia Foundation (TAF), Give2Asia (Private Donations)
Direct Beneficiaries	22,646 girls (2024-25)	11 (All girls)
Budget Received in FY2025	USD50,000	USD21,157.49
Unit Cost per Beneficiary	USD2.20	USD1,923.41
Provinces Covered	25 Provinces (Nationwide)	8 Cities & provinces (Phnom Penh, Kandal, Tbaung Khmum, Kampong Cham, Kratie, Battambang, Kampong Chhnang, Kampong Thom)
Districts Covered	73 Districts	10 districts
Target Secondary Schools	103 Schools	N/A
Vocational Colleges/Universities	Not Applicable	Royal University of Phnom Penh (RUPP)
Start Date	December 2018	01-Feb-2023
End Date	June 2025	30-Apr-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 Top Row to Bottom Row: Students attend a reflection workshop on LSLAG's P.A.C.E. curriculum (Row 1); Counselling and meeting between school principals who help to implement LSLAG (Row 2); DWD scholars work together on various academic projects (Row 3); LSLAG project provides training support for students and teachers (Row 4).



Life Skills Learning for Adolescent Girls (LSLAG)

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

Project Update

Since its inception in 2018, the Life Skills Learning for Adolescent Girls (LSLAG) Project has progressed through several key phases, including curriculum contextualization, piloting, licensing, and adoption by MoEYS, culminating in a nationwide scale-up.

In collaboration with the Vocational Orientation Development Department (VOD), the project conducted a three-day Curriculum Contextualization workshop from May 7 to 9, 2025, in Siem Reap Province. The workshop engaged VOD staff, the Department of Curriculum Development (DCD), and Master Trainers, with a total of 26 participants (10 females) attending. The focus was on adapting the Personal Advancement and Career Enhancement (P.A.C.E.) life skills manuals to enhance their practicality and user-friendliness. Additionally, the project organized Refresher Training Workshops on Teaching Methodology for the P.A.C.E. curriculum on November 27 and 29, 2025, in Prey Veng and Kep provinces. These workshops brought together 70 participants (38 females) from Prey Veng, Svay Rieng, Kep, Kampot, and Preah Sihanouk provinces, aiming to strengthen pedagogical skills and ensure effective curriculum implementation.

Members of the Project Working Group (PWGs), Master Trainers, and project staff also conducted visits to target schools to provide on-site technical support and mentoring in life skills teaching methodologies. These visits covered 62 schools across 11 provinces.

LSLAG successfully concluded in June 2025, with a significant achievement being the formal integration of the P.A.C.E. life skills manuals into regular school hours by MoEYS, officially recognizing them as part of the national curriculum.

Key Challenges

- **Teacher Shortages:** Many schools are facing teacher shortages, which hinders school directors' ability to allocate appropriate schedules for P.A.C.E. life skills classes.
- **Understanding Curriculum:** Several teachers continue to struggle with fully comprehending specific lessons within the P.A.C.E. manuals, impacting the consistent delivery of the curriculum.
- **Border Conflict Impact:** In July 2025, the Thailand–Cambodia border conflict led to the temporary closure of two schools in Oddar Meanchey and Preah Vihear Provinces due to their proximity to the affected areas.
- **Ongoing Disruptions:** Renewed conflict on the Thai border in December 2025 resulted in the closure of ten additional schools in Oddar Meanchey, Banteay Meanchey, and Preah Vihear Provinces, which significantly disrupted program implementation in these regions.

Key Achievements

1. **Commitment from School Directors:** School directors have

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

From Top to Bottom: Teachers do role plays and complete a training on the P.A.C.E. curriculum (Rows 1 and 2); Stakeholders participate in a consultative workshop about how the program is going (Rows 3)



demonstrated strong commitment by successfully integrating P.A.C.E. life skills into their school schedules.

2. **Support from PWGs & Master Trainers:** Project Working Groups and Master Trainers actively provided mentoring and consultation to teachers, enhancing the effectiveness of teaching methodologies.
3. **Official Curriculum Recognition:** P.A.C.E. life skills manuals are consistently utilized during school hours and have been formally recognized as part of the national curriculum.

Case Study: Promoting Gender Equality and Community Engagement through P.A.C.E. Life Skills Education

Samai Amhea is a Grade 11 student at Anteveasikthan Krong Balong High School in Ratanakiri Province, northeastern Cambodia. As a member of the Kreung indigenous community, he comes from a family of subsistence farmers, yet Amphea shows unwavering commitment to his education and personal development. He is a diligent student who effectively utilizes his free time for self-study at home while also taking on household responsibilities such as cooking, washing dishes, cleaning, and doing laundry. His willingness to engage in these tasks breaks

traditional gender norms, showcasing his understanding of gender equality.

Amphea notes that his involvement in the P.A.C.E. life skills program has profoundly impacted his views on gender and social inclusion. He expressed, *"The P.A.C.E. life skills program helped me understand that all genders are equal. We should respect everyone's chosen gender identity and never bully or mock them."* This mindset fosters a sense of mutual support within his family, leading to shared responsibilities and a more harmonious home environment.

In addition to his roles at school and home, Amphea is an engaged and responsible community member. He actively participates in community service initiatives, including environmental clean-up campaigns, distributing abate to households to curb mosquito breeding, and sharing public health information on preventing malaria and dengue fever, in line with local authorities' recommendations.

Having cultivated a strong desire to help others from a young age, Amphea aspires to become either a doctor or a soldier, aiming to serve society and contribute positively to the well-being of his community.

Digital Workforce Development (DWD)

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

Project Update

Background: In 2022, KAPE received a four-year grant (2022-2026) from the Asia Foundation, in collaboration with the University of California at Berkeley (UCB) and USAID, to support young women in Digital Workforce Development (DWD).

Goal: One of the project's primary goals is to engage private-sector partners to help develop a scholarship model that enhances access to quality certifications and bachelor's degree programs for diverse and talented students.

Project Challenges: In February 2025, the project faced significant challenges when USAID support was terminated following an executive order by U.S. President Trump. Consequently, there is no remaining budget to support scholars currently in their third year of study.

Solution: To address this shortfall, KAPE has secured emergency funding from the Lotus Resilience Fund in New York and other private donors to continue supporting scholars in completing their bachelor's degrees, thereby addressing the unreliability of the US Government.

Academic Results: Eleven DWD scholars have successfully completed their third year. All students are now pursuing their fourth year of study in the fields of Computer Science and Engineering (CSE) and Information Technology Engineering (ITE) during evening shifts.

Scholarship program support Year IV

- Tuition fee for bachelor's degree
- Accommodation & Utilities
- Stipend for Food
- Internet Costs

Project challenges

- Withdrawal of a Scholar: One scholar withdrew from the program due to underperformance.
- Early Project Phase-Out: The project will conclude earlier than planned because of budgetary constraints.
- Insufficient Funding: There is no comprehensive budget to support the scholars fully to the end of the program.

Program Result

- ❑ All 11 scholars attended their university classes regularly.
- ❑ All 11 scholars successfully completed Year III with GPA 3.0+
- ❑ 11 scholars found full and part time employment in Year IV (8 Full time and 3 Part time) related to their degree work.
- ❑ All scholars attended regularly monthly meetings.

A girl with a rural background becomes a Technologist



Ms. Sean Nary was born in Kratie Province and is the youngest of five siblings. Her parents are farmers. After completing the Bac II examination in 2022, she moved to Phnom Penh to find a job that would support her studies and help her family. Shortly thereafter, she applied for and received a scholarship for higher education. Nary is currently a fourth-year student majoring in Information Technology Engineering at the Royal University of Phnom Penh (RUPP), with financial support from The Asia Foundation (TAF). In October 2025, Nary secured her first job with a transportation company in Phnom Penh as a Map Operation Coordinator. In this role, she is responsible for coordinating map updates, maintaining data quality, and collaborating closely with local operations teams, drivers, and merchants across Cambodia. Her ability to enter this position would not have been possible without the support of DWD. A well-known saying that reflects a similar sentiment is, **"We change the world one child at a time."** This phrase emphasizes the impact of individual efforts on community and societal development.

Ratha's Journey of Empowerment through Technology & Teaching

Ratha, a dedicated young woman from Kampong Thom Province, is currently a fourth-year Information Technology Engineering student at the Royal University of Phnom Penh (RUPP). Overcoming various obstacles, she secured a full scholarship supported by KAPE and funded by The Asia Foundation (TAF), which has alleviated her family's financial burdens and enabled her to pursue her passion for technology while giving back to society. In April 2025, she began her career as a part-time instructor at the Electronic Technology Engineering Center (ETEC), where she teaches Front-end and Back-end web development, covering languages like HTML, CSS, JavaScript, and PHP. Beyond technical instruction, Ratha fosters a positive learning environment that builds student confidence and encourages curiosity.



For Ratha, teaching is a life mission rather than just a source of income, a role that has significantly improved her patience and problem-solving skills. Believing that true teaching requires heart and understanding, she actively participates in weekly training sessions at ETEC to refine both her technical and soft skills. Despite facing challenges such as classroom distractions, she views them as growth opportunities, seeking advice from colleagues to help students develop critical thinking. Her commitment is evident to her supervisors, who have praised her for her engaging teaching style and her ability to simplify complex coding concepts.

Looking to the future, Ratha aspires to become a university professor specializing in Full-Stack Development. She states, *"My long-term goal is to empower more Cambodian youth, especially young women, to have the courage to pursue technology skills and build strong careers."*

Ratha expressed deep gratitude for the scholarship program under the Digital Workforce Development (DWD) project, supported by The Asia Foundation and implemented by Kampuchea Action to Promote Education (KAPE). She emphasized, *"Without this scholarship, I might not have reached this point or achieved my dreams. Thus, Teaching is not just about sharing knowledge; it is about inspiring others to discover their own potential."*

Through her work, Nary has developed essential professional skills, including a strong attention to detail, effective coordination and communication, the ability to manage multiple tasks while meeting deadlines, and a problem-solving mindset with a willingness to learn new tools and processes.

Lastly, Nary expressed her heartfelt gratitude for the scholarship program under the Digital Workforce Development (DWD) project, supported by The Asia Foundation and implemented by Kampuchea Action to Promote Education (KAPE). She stated, *"I am committed to completing my bachelor's degree with excellent results."*

"Thus, being born in a rural area did not limit her dreams; it sharpened her determination to succeed in technology".

Digital Education Programming (DEP)

"Empowering Young Minds through Digital Tools"

KAPE has done extensive advocacy to respond to the need for digital literacy among Cambodian youth. In 2025, this advocacy has led to the implementation of **four projects** of various sizes and time frames. Although many of these projects are short-term in nature, they leave behind key documentation and programmatic milestones that will facilitate future efforts to help

Cambodia realize the Pentagonal Strategy of the Royal Cambodian Government, which now includes a major focus on digital learning. During 2025, KAPE and its development partners invested **\$499,701 USD** in promoting Digital and Artificial Intelligence (AI) Literacy.

	AI Ready ASEAN Project (AIR)	Digital Visualization Technology Skills Accelerator Program (DVITSA)	Improving Digital Education for All Learners (IDEAL)	Digital Media & Information Literacy (DMIL)
Donors	ASEAN Foundation/Google	Liechtenstein Economic Development (LED)	Child Fund Korea	UNESCO
Direct Beneficiaries	21,800	240	8,410	100
Budget Received in FY2025	USD40,800	USD11,203	USD424,698	USD23,000
Unit Cost per Beneficiary	USD1.87	USD46.68	USD50.49	USD230.00
Provinces Covered	All Provinces	2 (Phnom Penh & Kampong Cham)	2 (Phnom Penh & Kandal)	3 (Battambang, Kratie, Tboung Khmum)
Target Primary Schools	n/a	n/a	5	n/a
Pilot Secondary Schools	n/a	4	7	n/a
Start Date	Apr 2025	Jan 2024	Apr 2024	Aug 2025
End Date	Dec 2026	May 2025	Dec 2026	Dec 2025

Program Descriptions and Updates

AI Ready ASEAN:

AI Ready ASEAN is a three-year initiative by the ASEAN Foundation and Google.org to equip ASEAN citizens with future-ready AI skills. Implemented across all 10 ASEAN countries, the program includes training-of-trainers for educators, AI research, policy dialogues on responsible AI, and a regional awareness campaign via code.org. KAPE, the sole implementing NGO in Cambodia, will collaborate

with the Department of Digital Transformation (MoEYS) and development partners from April 2025 to December 2026. The program targets 400 schools and universities, training 118 Master Trainers through a comprehensive AI Ready Curriculum. These trainers will deliver at least 12 hours of AI literacy to students and educators. Additionally, nationwide campaigns will engage 145,000 participants, while school-based training will reach 21,750 beneficiaries, totaling 166,750 end-beneficiaries over two years.

DVITSA:

Gaming Technology is currently the fastest growing subsector in the ICT Industry at the present time. Yet very few training or tertiary institutions have included any coursework focused on giving Cambodian youth practical skills in this crucial ICT subsector. To respond to this need, KAPE established the DVITSA Project with support from LED. Although the project officially ended at the end of 2024, it was granted a no-cost extension until May 2025. DVITSA is a unique skills initiative undertaken under the auspices of New Generation School (NGS) educational reforms of the MoEYS, which provides cost share. DVITSA

is an example of an NGS innovation that seeks to emplace a hands-on learning program focused on digital visualization technology (e.g., gaming) in practical contexts. The program has piloted a unique Digital Visualization Technology curriculum that can be used in a secondary school context. This approach is unusual in that such programming is usually developed and implemented at tertiary level; it is believed that configuring this educational innovation in this way will help Cambodia to better accelerate its efforts to prepare Cambodian youth for the gaming technology revolution that is sweeping the world. By the end of the project, Gaming Tech Labs had been established in 5 public secondary schools with more on the way.

IDEAL:

The Improving Digital Education for All Learners Project is a 3-year project that supports digital literacy at both primary and secondary school level. The project is supported by Child Fund Korea and seeks to invest \$1 million in school ICT labs, 21st Century libraries, and wired classrooms that will be able to promote a high level of digital education. The project is directly supporting 7 secondary schools and

5 primary schools in Phnom Penh and Kandal Provinces. It will provide access to international digital platforms that promote ICT literacy as well as certificatory coursework in ICT that is internationally recognized. The project is working with internationally recognized digital partners from the UK (Everybody Counts – Mathematics) and the United States (Pearson – ICT certification).

DMIL:

Digital, Media, and Information Literacy (DMIL) Project provides OPDs (Organizations of People with Disabilities) with an interrelated set of competencies relating to DMIL and AI Literacy. The project is funded by UNESCO. Key activities in the project focus on capacity-building for target stakeholders that will help them to maximize the advantages derived from access to media and information sources while minimizing any harm that may arise from such information, especially when it occurs in digital and communication landscapes. DMIL and AI literacy cover

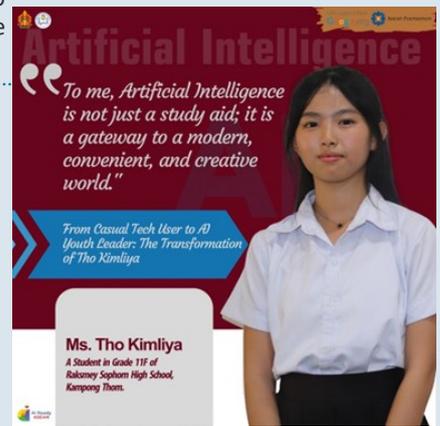
competencies that enable vulnerable stakeholders to engage with information as well as other forms of content that various institutions may disseminate critically and effectively. The project also seeks to heighten the awareness of institutions that disseminate information to be aware of the different needs of different stakeholders (e.g., those with disabilities). In this respect, the project trains institutions to tailor information to take various forms that meet the needs of diverse populations. The project equips vulnerable stakeholders with the necessary knowledge, resources, and competencies to promote further Digital, Media, and Information Literacy as well as AI tools usage.

Case Studies



Ms. Sary Lida, an ICT teacher and National Master Trainer at Royal Crusade High School in Stung Treng, underwent a significant professional transformation after attending an AI Literacy training provided by the AI Ready ASEAN project. Previously overwhelmed by administrative tasks and fearful that technology was evolving too fast, she discovered that AI serves as a powerful assistant that has saved her up to 75% of her time and modernized her teaching methods. Lida successfully overcame local challenges, such as unstable internet and a lack of smartphones, by implementing collaborative group learning and utilizing practical tools like Canva and Picker Wheel. Her efforts have reached over 1,000 individuals, transforming passive students into active researchers, as exemplified by 10th-grader Chhay Menghak who developed coding and app creation skills. Beyond technical skills, Lida emphasizes digital ethics to ensure students use AI responsibly as a brainstorming tool rather than a shortcut for plagiarism. Now a confident digital educator, she intends to expand this critical literacy to parents and the broader community to demonstrate that AI is a helpful colleague rather than an enemy.

Theo Kimliya, a grade 11 student at Raksmeay Sophorn High School, successfully transformed from a casual technology user into a confident AI youth leader following her participation in the "AI Literacy Training" implemented by KAPE and its partners. While she initially struggled to utilize artificial intelligence effectively, the training enabled her to master these tools for academic efficiency and sparked a new passion for AI Video Generation. Kimliya distinguishes herself through her strong commitment to digital ethics, believing that AI must be used responsibly with strict adherence to privacy and consent. She actively plans to pass this knowledge on to her peers through direct mentorship to ensure they can also navigate the digital landscape safely. Ultimately, Kimliya views AI not merely as a shortcut for schoolwork, but as a bridge to modernization that empowers personal development when used with critical thinking.



DViTSA Project

← **Cutting-edge Gaming Technology Lab:** NGS has set up a state-of-the-art Gaming Technology Lab at Preah Sisovath HS, which will hopefully contribute to MoEYS' efforts to support skill accelerator initiatives that develop the Cambodian economy in line with an agreement with the World Economic Forum.



↑ **Intensive Investment in Technology, Labs, and 21st Century Libraries:** The IDEAL Project has sought to make highly intensive investments in 12 schools to modernize public school facilities. The picture above shows the recent opening of a modernized library in a target school in Kandal Province.



↑ **Ambitious Outreach:** The DMIL Project has set very ambitious targets to reach as many vulnerable stakeholders as possible with regards to promoting AI and general digital literacy. The project is funded by a generous grant from UNESCO and is strongly supported by MoEYS.



← **New Game Tech Labs in Place:** With support from LED, the DViTSA Project has been establishing modern Game Tech Labs throughout the NGS System. One such lab was just recently completed in Kampong Cham Province.

Improving Lifelong Learning through Enhancing Quality Learning for Out of School Children (EQUAL-i3L)

"Every Child Counts: Bridging Gaps for Quality and Inclusive Education!"

Project Profile

Donor	Plan International Cambodia (PIC)
Direct Beneficiaries	6,436 children (3,069 girls)
Budget Received in FY2025	USD117,520
Unit Cost per Beneficiary	USD18.26
Province Covered	Ratanakiri
Districts Covered	3 (Andoung Meas, Ou Chum & Bar Kaev Districts)
Target Primary Schools:	40 primary schools
Target Secondary Schools:	5 Secondary schools
Start Date	July 01, 2024
End Date	June 30, 2027

Project Update

In 2025, the EQUAL-i3L project completed its first year of implementation and is now in its second year. This iteration of the project is the second phase of an earlier project that started in 2021. During Phase 2, significant progress was made in teaching methods, learning outcomes, school governance, and stakeholder engagement in primary and lower secondary schools in the 3 target districts (i.e., Andoung Meas, Bar Kaev, and newly added Ou Chum Districts). Building on the previous EQUAL project (Phase 1), KAPE expanded in July 2025 to include an additional 20 schools, now totaling 45 schools (40 primary and 5 secondary). Achievements include increased enrollment, improved attendance for at-risk students, and enhanced community engagement. EQUAL focuses on inclusive education for girls and ethnic minorities while fostering a supportive learning environment through initiatives like the 'Learning Garden.' Strong stakeholder engagement has ensured alignment with local priorities, promoting improvements in school governance and educational quality. A baseline assessment was also completed this year.

Key Interventions

1. Capacity building of teachers on teaching pedagogy.
2. Enhancing educational resources and a school-safe environment.
3. Supporting students at-risk of dropping out and out-of-school children and youth
4. Promotion of Gender Equity and Inclusion in schools and communities.
5. Strengthening communities and local authorities' capacity to effectively engage and influence education policies and actions at the local and national level.

Project Inputs & Impacts

- ♦ **Capacity Building for Teachers:** 172/97F teachers (including 56/32F contracted teachers) continue receiving training focused on student-centered approaches, gender-responsive teaching, remedial teaching, and modern educational tools, including AI, with 118 teachers observed applying these methods effectively.
- ♦ **Enhanced Educational Resources:** 30 schools were equipped with 840 individual sets of educational games, while 11 completed training on school safety and disaster risk reduction, developing actionable safety plans. In addition, 10 school bio-gardens were established.

Goal

Expected impact: Increase the quality of teaching and learning of marginalized Children and Youth (CAY), particularly CAY with disabilities (Sponsored Child, minority, LGBTIQ+) on numeracy and literacy, and have transitioned successfully from primary to lower secondary levels.

Expected Outcomes:

1. Improve the quality of teaching pedagogy
2. Improve the quality of learning performance among primary and secondary school students
3. Promote good school governance in contributing to reaching the standard model schools
4. Establish effective Quality Assurance mechanisms in schools.

Snapshots



Refresher training -Student Council May 2025 – 2. Vice Chairman POE Ratanakiri- Contract teachers training – Dec 2025



Parental Meetings– April-June 2025

- ♦ **Targeted Student Support:** An enrollment campaign reached 5,028 children (46% girls), with 958 out-of-school children enrolled, including 638 from ethnic minority backgrounds. Support for 117 new students, of whom 55 were girls and 57 from ethnic minority groups, was possible using the Early Warning Systems criteria in their identification. 11 new target primary schools completed school mapping. 66% of students who joined the Accelerated Learning Program (ALP) were promoted.
- ♦ **Interventions for Struggling Students:** Remedial classes benefited 160 struggling students, while 117 over-aged students participated in accelerated learning programs. In addition, the project established 5 new community-based reading centers.
- ♦ **Promotion of Gender Equity:** A Gender responsive pedagogy training was conducted for all target schools; also, a safeguarding training was delivered to staff and schools. Finally, 87% of LSS students were able to make informed decisions about their sexual and reproductive health and their future life.
- ♦ **Improved School Governance:** 47 school leaders (including 8 females) demonstrated enhanced planning, built community trust, and fostered participatory accountability. 22 schools facilitated facility upgrades and promoted community ownership. 72% of the first cohort schools held regular meetings with parents to discuss learning outcomes. A total of 323 students (254 females) received a refresher training on council operations, while new schools had their first training on student council setup (16 participants, including 7 directors, 1 female).
- ♦ **Stakeholder Engagement:** The project facilitated effective stakeholder involvement through national launches directed at the new target schools in August 2025. In addition, one reflection workshop was delivered to existing target schools (57/3F), ensuring alignment with local needs and enhancing transparency. Stakeholder joined all key trainings and key activities.

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

"Working Together for Cambodian children"

Project Profile

Donor	European Union & Aide et Action/Action Education
Direct Beneficiaries	815 (445 female)
Budget Received in FY2025	USD46,062
Unit Cost per Beneficiary	USD49.15
Provinces Covered	3 Provinces: Siem Reap, Banteay Meanchey & Battambang
Districts Covered	9 Districts: Soutr Nikum, Prasat Bakong, Krong Siem Reap, Pouk, Mongkol Borey, Thmor Kol, Aek Phnom, Sangkea, and Mounge Ruessei
Target Primary Schools	31 Primary Schools
Target Secondary Schools	14 Lower Secondary Schools
Start Date	January 01, 2022
End Date	March 31, 2025

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 increasing access to essential services for fishing communities in the west of the Tonle Sap Basin Reserve and reducing the environmental pressure on the region in the long-term.

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 support to access and attend school.**
 - Implement school feeding programs in community preschools.
 - 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 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.

Project Update

Recent News: In its final 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 local life skills education at both primary and secondary school levels. In this regard, the project provided the local life skills education training to PoEs, DoEs, Principals, and teachers at primary and 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 in 2024 to greatly improve educational quality in all schools.

Using a Multi-sectoral Design: The FOSTER Project is a KAPE project that 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 funded in collaboration with 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 fish production, the lake and its basin are under increasing pressure from multiple threats including climate change (CC), illegal over-exploitation of fisheries and wildlife, forest encroachment, and upstream dam-building. As the communities living in floating villages in the western part of the lake are highly dependent on the lake's water and related resources, these threats are contributing to high levels of poverty, food insecurity and environmental collapse in the region.

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

Project Impact

- One primary school among the 31 supported is now implementing a full-day schooling program using the social equity fund provided by the project. This is the first school to make such a major transition in educational service provision.
- Two primary schools have received greenhouses to support local life skills initiatives.
- 31 primary schools and 13 lower secondary schools continue to implement local life skills programs, covering two topics per year.
- Most primary schools are utilizing the school development plan method to raise funds from various sources, particularly from the community, to enhance school infrastructure.
- Grants have been provided to 20 primary schools to improve the school environment and enhance learning quality.
- A total of 140 (F: 86) transportation and in-kind support has been provided to at-risk girls and boys to ensure their access to school and improve learning outcomes at the lower secondary level.
- Offered 675 (F: 359) in-kind supports to at-risk girls and boys at both primary and lower secondary levels.
- Supported 601 (F: 348) learning materials for at-risk girls and boys in both primary and lower secondary levels.
- Provided one boat for six girls who struggled with absenteeism.
- Assisted 1,753 (F: 668) slow learners by providing a remedial program, enabling them to continue their studies and transition from primary to lower secondary school while staying longer in school.
- Delivered training to 2,249 (F: 1,183) education actors in areas such as school development planning, vision screening, local life skills, school counseling, child-friendly schooling (CFS), and WASH assessment.



Students use Collaborative Learning outside of the classroom.



Community outreach to parents to increase their engagement in education.



Scholarship distribution to promote school access.

Case Study: Remedial classes help Chhong Chheng Hun become an excellent student . . .



Chhong Chhenghun (above), is a fifth-grade student at Kampong Plouk Primary School in Siem Reap province. He has undergone a significant academic transformation through a specialized remedial program provided through the FOSTER Project. Initially, Chhenghun struggled with severe linguistic challenges and developmental delays caused by a serious childhood illness, which left him shy and unable to keep up with his peers. His mother, Mrs. Eoun Dany, feared that his lack of progress would lead him to drop out of school to join his father in the fishing trade. These difficulties were primarily rooted in spelling, which hindered his ability to read and write properly and damaged his self-confidence.

Everything changed when Chhenghun enrolled in a remedial course provided by FOSTER in late 2022 under the guidance of his teacher, Ms. Nout Sreyleak. The program utilized engaging, intensive activities such as wordplay, role-playing, and competitive games to improve his pronunciation and memory. This supportive environment allowed Chhenghun to overcome his linguistic barriers, and he found great motivation in the educational competitions where he frequently won school supplies. These efforts were also supported and reinforced by other investments made by the project such as library upgrading and peer tutoring.

Today, Chhenghun is an excellent and courageous student who no longer hides in the background but instead takes an active role in his classroom. He now spends his time diligently studying even during school breaks and frequently helps his classmates with their own difficult lessons. Inspired by his own success, he has set a goal to become a teacher in the future so he can support other children facing similar learning difficulties. Chhenghun's journey is a success story for the larger tutoring initiative that helped over 7,000 students in 2022, effectively reducing dropout rates and ensuring that slow learners can reach the same level as their classmates.

Technical Assistance to Support the: Roll-Out of MoEYS Leadership Development Program (MLPDP)(Phase 2)

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

Project Profile

Donor	UNICEF – CDPF
Direct Beneficiaries	Subnational Level MoEYS Management Staff
Budget Received in FY2025	USD88,885
Unit Cost per Beneficiary	Not applicable
Provinces Covered	20 Provinces.
Districts Covered	Nationwide
Target Primary Schools	Not applicable
Target Secondary Schools	Not applicable
Start Date	01 August 2024
End Date	31 January 2027

Objective

- **Objective 1:** To develop and/or modify accredited leadership training modules (including through the new MoEYS Capacity Development platform) to meet MoEYS' subnational development needs.
- **Objective 2:** To expand the program's coverage to a maximum of 20 Provincial Offices of Education and all District Offices of Education in those target provinces. Target: 700 (additional) POE/DOE leaders (*with at least 178 or 80% of the 223 female leaders, 100%, if feasible*)
- **Objective 3:** Enhance Gender Equity in MoEYS sub-national leadership roles

Project Update

The Leadership Professional Development Program (Phase 2) takes the form of a deliverables-based contract between KAPE and UNICEF for thirty months, with funds from The Capacity Development Partnership Fund III (EU, SIDA, USAID, GPE and UNICEF). CDPF is a long-running partnership between the MoEYS and a consortium of donors supporting Cambodia. UNICEF administers this fund on behalf of member donors. UNICEF awarded the Phase 2 Contract to KAPE in August 2024. The program aims to enhance the overall managerial competencies of MoEYS personnel at sub-national level, with an emphasis on the diverse needs and advancement of women leaders in 20 provinces. KAPE has partnered with Real-Time Evaluation (RTE) to implement the activity. In this regard, RTE supports the monitoring and assessment of the quality and effectiveness of the program. Following recommendations from H.E. Nath Bunrouen, the Leadership Modules Adaptation Phase 2 closely aligns with the Phase 1 contents, which was highly praised by the Deputy Prime Minister. The Teacher Development Department (TDD) is planning

to submit a total of four Leadership modules for accreditation in 2026. These modules are explained below:

Module Title	Credit Value	Service Provider	Modality	Start-End Training
Leadership Development Module	1 credit	TDD	Face to Face & Online	Mid Oct 2025 Mid Feb 2026
Decision Making, Presentation & Public Speaking Skills for Effective Leadership	1 credit	TDD	Online Course on CDP Platform.	March 2026
Data Analysis & Report Writing	1 credit	TDD	Online Course on CDP Platform.	June 2026
Continuous Professional Development in the Workplace	1 credit	TDD	Online Course on CDP Platform.	September 2026

Key Activities

- **Training of Trainers:** During the period 23–26 June 2025, KAPE collaborated with the TDD to conduct a Training of Trainers (ToT) session for 23 (9 F) KAPE and MoEYS trainers and key TDD staff on the Leadership Development Module (LDM) at the Takeo Provincial Office of Education. The session aimed to deepen participants' understanding of the LDM manual and its methodologies and provide hands-on practice with LDM.
- In July 2025, KAPE in collaboration with MoEYS, conducted a Leadership Development Program orientation for the Directors of Provincial Offices of Education (PoE) from 20 provinces in Kg Cham involving 58 participants (10 F). The orientation was opened by the Secretary of State, H.E. Nath Bunroeun, Secretary of State. The orientation aimed to promote inclusive leadership through the integration of Gender Equality and Social Inclusion (GESI) and build familiarity with reflective leadership practices tailored to Cambodia's civil service. The session encouraged active commitment from PoE leaders to support and champion the implementation of the Leadership Program at the subnational level.
- **Demonstration Lessons:** To familiarize participants with the LDM materials and to practice delivering training, as well as receive feedback on training delivery in a safe and supportive environment, MoEYS and KAPE trainers delivered demonstration lessons on LDM content during July 2025.
- **Leadership Development Module Rollout:** From October to December 2025, 332 District and POE leaders—including 80 women—participated in a comprehensive Leadership Development Module rollout conducted across 10 provinces. The program featured an intensive six-day workshop designed to sharpen professional skills, which will be followed by a mandatory four-week action project implemented directly at their respective workplaces. To successfully complete the course and receive one professional development credit toward their ongoing certification, participants must achieve a minimum completion rate of 75% across all program requirements.

Snapshot



Reflection Leadership application at workplace



H.E. Nat Bunrouen, Secretary of State, attends the Leadership Program Orientation in Kampong Cham Province

Local Life Skills Education (LLSE) Project

"Supporting MoEYS to scale up local life skills education"

Project Profile

Donor	UNICEF
Direct Beneficiaries	Not Applicable
Budget 2025	USD114,685
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	15 Provinces
Start Date	July 2024
End Date	June 2026

Project Update

In June 2024, UNICEF awarded Kampuchea Action to Promote Education (KAPE) a contract to provide technical assistance to the Ministry of Education, Youth and Sport (MoEYS) for scaling up local life skills programming at both the primary and secondary school levels. This contract builds upon an earlier agreement known as Phase 1. During 2025, the LLSE Project implemented several capacity-building initiatives for stakeholders at national and sub-national levels as follows:

- 1. Refresher Training:** KAPE conducted refresher training for 43 stakeholders across various departments within MoEYS, including the LLSE Working Group (WG), VOD, PED, GSED, DYP, DCD, DDT, and QAD. Of the participants, 14 were female, and they covered six lessons on LLSE.
- 2. Training Support:** KAPE supported the National LLSE Working Group (Master Trainers) in delivering training that enhanced the capacity of Provincial Office of Education (PoE) and District Office of Education (DoE) staff, school directors, and teachers across 10 provinces. This reached 308 high and lower secondary schools, resulting in 1,447 teacher participants, including 415 females. Additionally, training for 364 primary schools involved 1,276 teachers, with 518 being female. Overall, 134,592 students benefited from these initiatives, including 70,544 females.
- 3. Mentoring Manual:** KAPE drafted a mentoring manual for the LLSE Project to guide implementation and support.
- 4. Data Tracking System:** KAPE developed a simplified database to track school data and statistics related to the LLSE Project.
- 5. Accreditation Process:** KAPE and VOD are currently processing accreditation with CPDMO to obtain one credit for the LLSE program.
- 6. Technical Support for Digitalization:** KAPE provided technical support to the Department of Information Technology (DIT) for the digitalization of the Reference Book.
- 7. Monitoring Support:** KAPE team supported the LLSE Working Group in monitoring project achievements and challenges at the sub-national level.
- 8. Model Reflection Training:** KAPE provided model reflection training in two provinces, engaging 48 participants from the LLSE Working Group to facilitate rollout in other provinces.

Key Activities

- 1. Training Material Development:** KAPE designed training materials for members of the MoEYS LLSE Working Group (WG) and Master Trainers. This included a Training of Trainers (ToT) session focused on LLSE materials, training techniques, and project-based learning. Coordination meetings were held with the MoEYS WG to establish project strategy, coordination mechanisms, and responsibilities.
- 2. Digitalization Support:** KAPE provided technical assistance to the Department of Information Technology (DIT) for the digitalization of the Reference Book developed during Phase 1 implementation.
- 3. Mentoring Approach Refinement:** KAPE collaborated with the LLSE Working Group to refine and finalize the mentoring approach

Goal

Goal: By 2028, an increasing proportion of children and adolescents, especially the most disadvantaged, complete quality early childhood and basic education in inclusive, safe, protective, and stimulating environments.

Outcome: By 2028, Schools and education authorities at sub-national level, especially in educationally disadvantaged and disaster-prone provinces, have the enhanced capacity to replicate relevant, effective, and inclusive programmes to promote learning outcomes.

Snapshot



The KAPE team provided refresher training to members of the MoEYS LLSE Working Group (Master Trainers) to enhance their knowledge and training skills on August 19-20, 2025, at PTTC Kampong Cham.



Training sessions, such as the one shown below, enhance the capacity of sub-national PoE and DoE staff, school directors, and teachers across all high schools, lower secondary schools, and primary schools.



MoEYS demonstrates its satisfaction with an LLSE training of school personnel at the end of a workshop.

in alignment with the National General Education Program Curriculum (NGPRC), National Institute of Education (NIE), and the work of other NGOs.

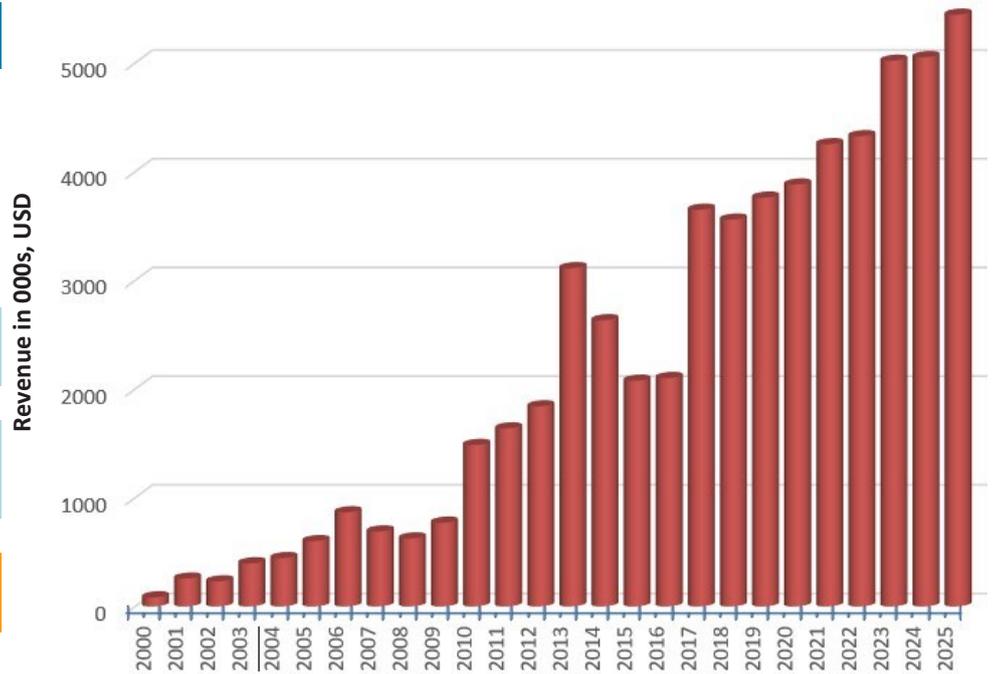
- 4. Database Integration:** KAPE designed a simplified database that will be integrated into existing data collection mechanisms and tools to enhance quality assurance for LLSE & VMC.
- 5. Accreditation Support:** KAPE supported the MoEYS LLSE WG focal points in preparing all necessary materials for the accreditation of the LLSE package, which includes both online and face-to-face components, as well as mentoring.
- 6. Tool Pilot and Finalization:** KAPE provided technical assistance to pilot the developed tools and complete the finalization process.

Financial Highlights

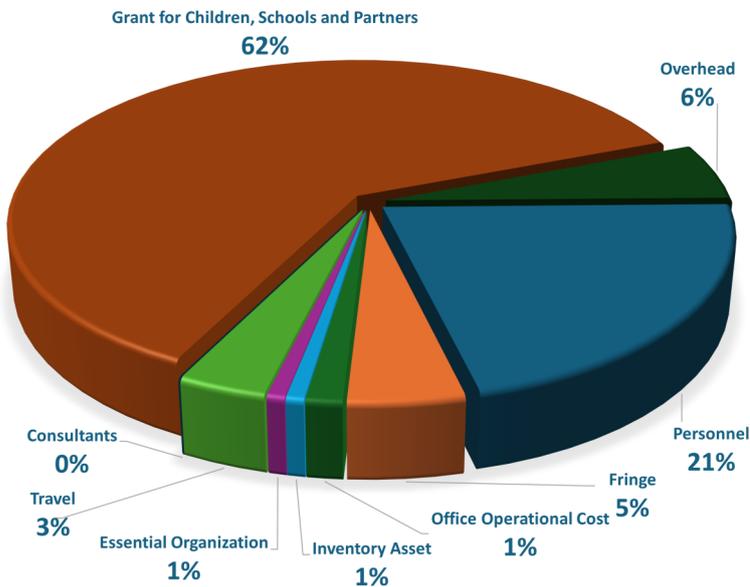
Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2025	5,468,730.44
Balance Forward from FY2024	250,027.03
Interest Income	2,186.30
Available Assets in FY25	5,723,796.39
Total Expenditure in FY25	5,284,296.62
Fund Utilization Rate	92%

Fund Receipt Trend



How was the money spent?



Revenue Streams in FY2025

Donors	Amount (USD)
Ministry of Education, Youth and Sport	2,075,828.97
The Kinchan Foundation	2,346,466.90
ChildFund Korea	351,821.03
WeWorld	229,330.07
UNICEF	139,252.89
PLAN International	116,896.33
ChilFund Germany	61,241.79
ASEAN Foundation	40,850.86
NOREC	34,023.56
Asia Development Bank	26,503.35
USAID	14,134.27
The Asia Foundation	11,756.67
EBC	9,223.10
UNESCO	7,607.08
European Union	6,520.43
New Revenue Received FY 2025	5,468,730.44

Notice: The annual average of currency exchange rate for 2025 is 1 dollar = 4,011 Riel (National Bank of Cambodia).

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 FY2025

Board of Directors



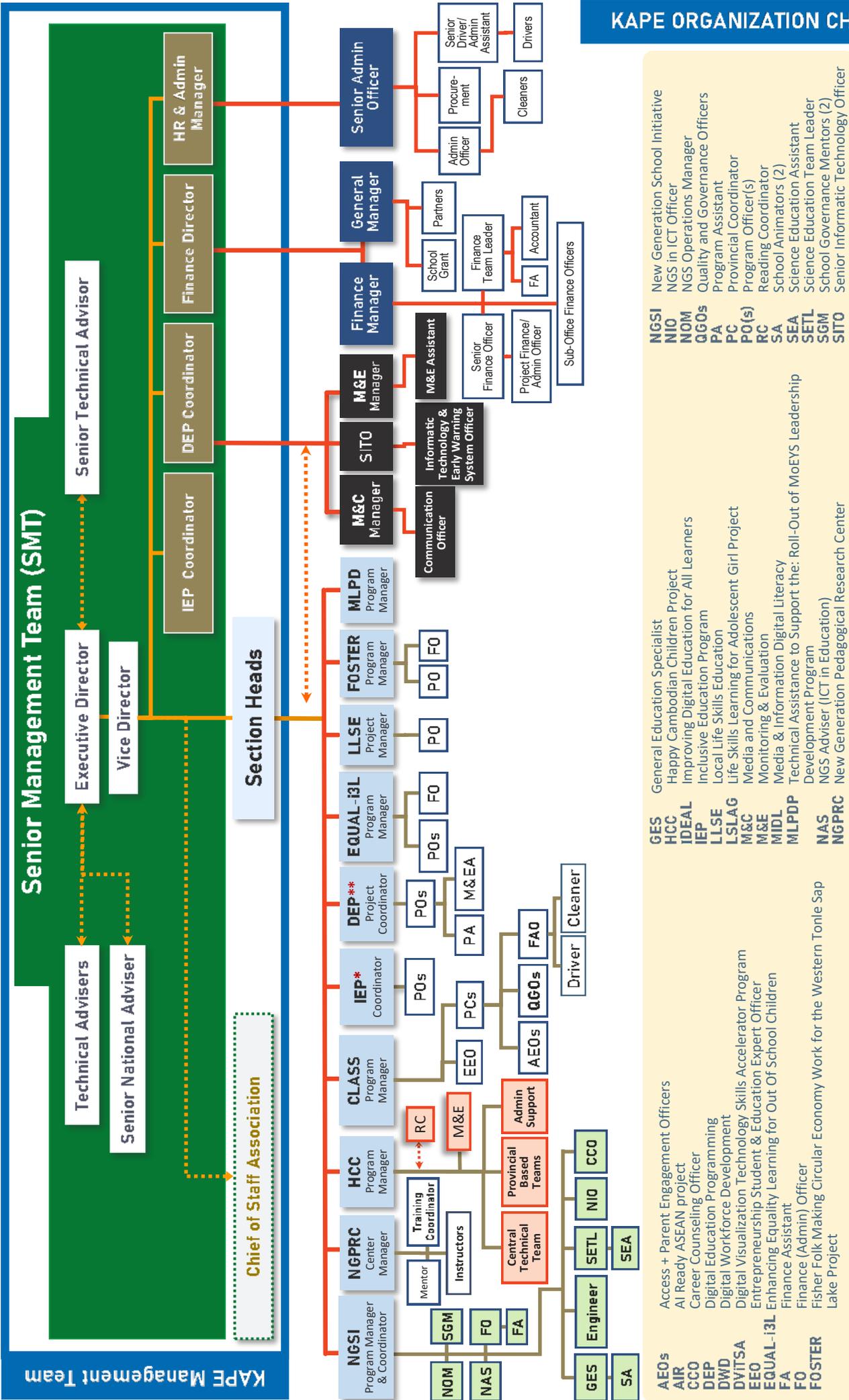
Senior Management Team (SMT)



KAPE Management Team Members and Advisers



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



Section Heads

- Two-way arrows = Relationships with Advisers, reading coordinator and ICT.
- Dashed Boxes = Autonomy. The Staff Association is a fully autonomous collective.
- The IEP umbrella comprises Digital Workforce Development (DWD) & Life Skills Learning for Adolescent Girls (LSLAG). POs* here represents all officers within IEP.
- The DEP umbrella comprises five projects including AIR, DVITSA, IDEAL and MIDL. POs* here represents all officers within DEP.
- *Please note that the organization levels below Section Heads are not intended for comparison to those of Finance and HR/Admin groups, which have been simplified to lists.

<p>AEOs Access + Parent Engagement Officers AI Ready ASEAN project Career Counseling Officer Digital Education Programming Digital Workforce Development Digital Visualization Technology Skills Accelerator Program Entrepreneurship Student & Education Expert Officer Enhancing Equality Learning for Out Of School Children Finance Assistant Finance (Admin) Officer Fisher Folk Making Circular Economy Work for the Western Tonle Sap Lake Project</p>	<p>GES General Education Specialist</p> <p>HCC Happy Cambodian Children Project</p> <p>IDEAL Improving Digital Education for All Learners</p> <p>IEP Inclusive Education Program</p> <p>LLSE Local Life Skills Education</p> <p>LSLAG Life Skills Learning for Adolescent Girl Project</p> <p>M&C Media and Communications</p> <p>M&E Monitoring & Evaluation</p> <p>MIDL Media & Information Digital Literacy Development Program</p> <p>MLPDP Technical Assistance to Support the: Roll-Out of MoEYS Leadership Development Program</p> <p>NAS NGS Adviser (ICT in Education)</p> <p>NGPRC New Generation Pedagogical Research Center</p>	<p>NGSI New Generation School Initiative</p> <p>NIO NGS in ICT Officer</p> <p>NOM NGS Operations Manager</p> <p>QGOs Quality and Governance Officers</p> <p>PA Program Assistant</p> <p>PC Provincial Coordinator</p> <p>PO(s) Program Officer(s)</p> <p>RC Reading Coordinator</p> <p>SA School Animators (2)</p> <p>SEA Science Education Assistant</p> <p>SETL Science Education Team Leader</p> <p>SGM School Governance Mentors (2)</p> <p>SITO Senior Informatic Technology Officer</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------