



Kampuchean Action For Primary Education (KAPE)

*"Development with a Human Face"*



# Annual Report 2017

Released on 31 January 2018

*(Registered with Ministry of Interior since 1999.)*



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**Notice:** For more impacts of each project, please see our website. You could read more case studies of our project implementations at: [http://www.kapekh.org/en/what-we-do/4/?pro\\_id=20](http://www.kapekh.org/en/what-we-do/4/?pro_id=20)



## Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, I would like to approve the Annual Agency Report of FY2017 that started in October 2016 and ended in September of this year. The report demonstrates both successful transitions, new accomplishments, and an expansion in funding resources. The latter has not been easy in today's difficult operating environment. The Board would like to congratulate all KAPE staff on their successful efforts to help disadvantaged Cambodian children access educational services of high quality while maintaining excellent standards of governance, transparency, and efficiency in the use of funds. The Board looks forward to future successful years of operation as the agency quickly approaches its 20th anniversary.

**Mr. Heang Koy**  
KAPE Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 13 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in primary schools, secondary schools and tertiary programs. Direct beneficiaries number well over 71,000 children and several hundred teachers, at over 165 schools.

### KAPE Vision

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

### Our Mission

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

### Our Core Values

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

## Table of Contents

Greeting from the KAPE Board of Directors.....	2
A Note from the KAPE Executive Director.....	3
Agency Overview for the Year.....	4
A Glance into the Future.....	5
Special News and International Events.....	6
TTO Import Export Co., LTD.....	9

## Programs

New Generation School Initiative (NGSI).....	10
New Generation School (NGS)-Svay Rieng.....	12
Improved School Health Services Project (ISHS).....	14
Books for Cambodia (BfC).....	15
Educate A Child (EAC).....	16
Inclusive Education Program (IEP).....	17
I'm Learning Project (IML).....	21
Reinforcing Education Access with Community Help (REACH).....	22
Easy2Learn (E2L).....	23
E-Books for Khmer (E4K).....	24
Total Reading Approach for Children (TRAC III).....	26
School Management and Leadership (SML).....	27
Quality Learning Environment Expansion (QLE).....	28
Food For Education (FFE).....	29
KAPE Financial Highlights 2017.....	30
KAPE Management Team FY 2017.....	31
KAPE Organizational Chart 2017.....	32





## A Note from the KAPE Executive Director

*I would like to express my greetings and good wishes to all of our stakeholders, supporters, and donors who have worked so closely with us over the last year. It is with great pleasure that I share this annual report with the education community. The last year has once again been a very successful year for KAPE. Even though 4 projects ended this year, the agency still managed to successfully develop and resource five new projects bringing our projected portfolio of projects up to 17 for next year. This compares with 16 projects supported in FY2017. As a result of these projects, KAPE was able to support over 70,000 children and youth in the fiscal year just ending.*

*During FY2017, KAPE continued its close relationship with the Ministry of Education, Youth, and Sport across all of its 16 projects as well as through its ground-breaking efforts to establish charter schools in Cambodia. This latter initiative refers to the New Generation School reforms, which have evolved from a KAPE pilot into an important part of the National Education Reform Program of MoEYS. In addition to revolutionizing the way that the government invests in education, the New Generation School Initiative has been an important channel for streamlining new innovations developed in other programming. This includes the development of new educational software, 21st Century Libraries, innovative teaching methods such as Differentiated Instruction, educational toolkits, student clinics, and other important innovations.*

*Although KAPE continues to receive some funding from bilateral donors such as USAID and EU, the agency has successfully completed a strategic shift in funding support from bilateral donors to private foundations and the Cambodian government. This helps to promote more sustainable programming and insulate the agency from changes in policy towards Cambodia by bilateral donors. KAPE continued close relationships with long time partners such as Child Fund, WeWorld, Save the Children, The Asia Foundation, and World Education while welcoming new partners such as the Phoenix Foundation, the Franks Family Foundation, and Research Triangle Institute.*

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



**Sao Vanna**  
Executive Director  
Kampuchean Action for Primary Education





Although FY2017 ended with major successes and expansion, KAPE is aware of the many uncertainties lying ahead in 2018. This is due mainly to upcoming national elections, which may affect continued donor support and the availability of funding from the Cambodian Government. Nevertheless, KAPE believes that its diverse portfolio



*Vulnerable young women receiving a tertiary scholarship do research on a computer*

and reduced dependence on bilateral aid will help it to weather any uncertainties that that may arise during the coming year.

## A Glance into the Future ...

As noted earlier, this led to a strong focus of agency efforts on youth issues, early grade literacy, technology in education and most importantly, charter school development. In all, 16 project designs were submitted for donor review and approval. Of these, **69%** were successful, while 5 were rejected by the donor (**31%**). A large number of these approvals were for project extensions while five were for new projects. As a result of program development efforts during the year, KAPE expects to field 17 projects in the next fiscal year.

As a number of project cycles will be ending in 2018, KAPE has continued its heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. As

## Program Development Summary for 2017

Program	Partners	Donor	Status	Duration
1. New Generation Schools Initiative (Extension)	Franks Family Foundation World Education	MoEYS	Successful	1 Year
2. English Access Micro-scholarship Program	--	US Embassy	Successful	1 Year
3. STEM4Women (Supplemental Funding)	Classroom of Hope	Navitas	Successful	1 Year
4. New Generation Schools/Svay Rieng (Extension)	--	Child Fund	Successful	1 Year
5. School Management & Leadership Project (Extension)	--	Child Fund	Successful	1 Year
6. Easy2Learn (Extension)	--	Child Fund	Successful	1 Year
7. Books for Cambodia (Extension)	--	The Asia Foundation	Successful	1 Year
8. Total Reading Approach for Children III	--	Phoenix Foundation	Successful	3 Years
9. Teaching for Improved Gender Equality and Responsiveness (TIGER)	Flemish Association for Development Cooperation & Technical Assistance (VVOB) Puthi Komar (PKO) Gender & Development for Cambodia (GADC)	European Union	Successful	3 Years
10. Cambodia Early Grade Reading Project	--	Research Triangle Institute USAID	Successful	1 Year
11. United Kindergartens for Cambodia	Buddhism for Social Development Action	Kimchan Stiftung	Successful	1 Year
12. STEM4Kids	World Education	British Embassy	Unsuccessful	1 Year
13. New Generation Schools Initiative (Supplementary Funding)	Franks Family Foundation	DFID	Unsuccessful	4 Years
14. Second Upper Secondary Education - Sector Development Program	Twig World Education	Asian Development Bank	Unsuccessful	4 Years
15. Educate a Child (Extension)	Aide et Action	Qatar Foundation	Unsuccessful	3 Years
16. Youth Education Opportunity	--	Aiducation	Unsuccessful	1 Year

# Special News and International Events

*"Development through networking and outreach."*

## KAPE Invited to Attend The British Educational Training & Technology Show in London

In January 2017, Mr. Ul Run, KAPE's Senior National Technical Adviser, and Mr. Sum Vannak, the Manger of TTO (a social enterprise established by KAPE) attended an international symposium organized by the British Educational Training & Technology Forum (BETT) in London, England. KAPE received funding to attend the symposium from the Department for International Trade (DFIT) in the British Embassy to help form links between the agency and private sector companies that develop and sell educational software and materials. The BETT Show occurred over a 3-day period and received over 30,000 visitors. Over 1,000 companies selling educational materials and software



*Mr. Ul Run meets with company representatives at the BETT Show in London*

participated in the show. KAPE established many useful contacts with private sector companies including Twig, a UK-based company that has provided free software on a trial basis for two New Generation Schools. KAPE hopes to upgrade its programming with world class software and materials that it learned about during the symposium.

## New Generation School Retreat in Kep

In order to review the successes and challenges of NGS implementation since 2015, KAPE assisted the MoEYS to organize a one-day retreat in Kep on 31 May 2017. The retreat was attended by representatives from all relevant departments to provide input on a 'decision road map' that was developed by KAPE. There were 11 key issues identified by KAPE to help the Ministry move NGS reforms forward. The Retreat was chaired by H.E. Dr. Hang Chuon Naron and enabled some key decision-making during the event. The event was also attended by some key development partners including the Franks Family Foundation as well as Child Fund Australia, which is funding an NGS site in Svay Rieng Province. Both foundations



*Stakeholder Consultation: MoEYS and KAPE hosted the first NGS Retreat in Kep in May 2017. Stakeholders from among development partners as well as from many government departments attended the event and provided valuable insights about future programming.*

were able to make some valuable insights about NGS programming including the need to establish a semi-independent NGS Secretariat that would be under the oversight of government but which would have fund raising authority to ensure the sustainability of the NGS Initiative.

## KAPE Manager Invited as a Mentor for the GO NGO Summit in Cebu, Philippines



*KAPE Manager, Mr Phann Bunnath (second from left) leads a discussion at the YSEALI Regional Summit called GO NGO in Cebu, Philippine.*

In October 2016, Mr. Phann Bunnath, Operations Manager for KAPE's New Generation School Initiative was invited by the US State Department to work as a mentor to lead discussions with youth representatives associated with the Young Southeast Asian Leaders Initiative (YSEALI). YSEALI is a personal initiative of former US President Barack Obama to promote youth empowerment throughout the world. Mr. Phann Bunnath is a permanent member of YSEALI and received a US State Department scholarship to study youth empowerment issues in the United States in 2015. Mr. Bunnath was invited to be a Mentor to help foster youth engagement in NGOs during an regional summit called GO NGO that was organized by the Cultural Vistas and US Government in Cebu City, Philippines. The engagement of KAPE staff in such prestigious events helps to keep the agency at the forefront of international development in the region.



# Special News and International Events

*"Development through networking and outreach."*

## 7th Annual Mobiles for Education Alliance Symposium

In October 2017, KAPE was invited by the *All Children Reading Alliance (ACR)* to make a presentation in the United States regarding key achievements of the recently concluded *E-books 4 Khmer Project*. The presentation occurred at the *7th Annual Mobiles for Education Alliance Symposium*, which took place at the Institute of Peace in Washington, DC. The symposium hosted over 300 attendees from 33 countries. A total of 100 presentations were made of which KAPE's was one. This was a great honor for the agency to be invited to such a globally prestigious venue. While at the Symposium, KAPE was able to demonstrate its recently developed *Smartbooks* application, which is the first app to express a Ministry textbook in electronic form and with interactive features. The presentation also shared empirical validation of the app's effectiveness in improving reading proficiency among Cambodian children and contributed greatly to the Symposium's theme of *'Leveraging EdTech for Literacy for 2020.'* KAPE also shared its own vision

for expanding m-learning initiatives in Cambodia and the key role that KAPE hopes to play so that Cambodian education can be brought into the 21<sup>st</sup> Century.



Mr. Chhorn Chhayyuth, E4K Project Manager, makes a presentation at the 7th Annual Mobiles for Education Alliance Symposium – Washington DC

## KAPE Showcases New Learning Applications during the 50th ASEAN Telmin 2017 Exhibition in Siem Reap Province

KAPE organized an exhibition booth to showcase Khmer-language applications at the 50th ASEAN Telmin 2017 Exhibition at Apsara Angkor Resort and Conference in Siem Reap Province. This event aims to promote and share technology development experiences that have occurred in ASEAN countries. Educational applications developed by KAPE that were showcased at the Exhibition included Smart Books, Aan Khmer, SorSe Khmer and ASEAN Quiz.

SorSe Khmer is an application that promotes early grade writing skills by adopting an integrated approach that employs visual, auditory and kinesthetic learning styles with content, which supports but is not limited to Ministry textbooks. The app will help students learn how to structure words and paragraphs and learn correct pronunciation linked to their writing.



SmartBooks is an app that expresses the Ministry's reading textbooks for Grades 2 and 3 as leveled electronic readers with interactive features. Each reader has three levels of increasing language complexity. KAPE has been able to assign text to different levels of reading complexity using a new technique that applies principles of 'readability' scores used in other languages to the Khmer language. Thus, different reading levels in the app are based on an empirical analysis of Khmer language complexity, which better enables children to move from one level to the next based on their reading proficiency.



Aan Khmer (or "Read Khmer") is a self-learning app with 30 units closely linked to the Ministry's Reading Benchmarks for Grades 1 and 2. Students can progress to the next unit once they have successfully completed all tasks in the current unit. The software was developed in collaboration with World Education and allows both teachers and students to track student progress.



His Excellency Mr. BIN CHHIN, Permanent Deputy Prime Minister, Acting Minister in charge of the Office of the Council of Ministers, came to visit the KAPE Exhibition and gave his warm expression of support related to the applications on display. He appreciated the value of these applications and motivated KAPE to develop similar apps to help Cambodian children learn Khmer.

ASEAN Quiz is a general knowledge quiz, which enables students to test their knowledge of ASEAN based on lists of learning competencies identified as part of the national curriculum. The software also lets students compete with each other through fun games.



The learning Khmer applications on display at the Exhibition made a very strong impression on visitors and will hopefully lead to their replication and wider use in both the Cambodian and regional context.

# Special News and International Events

*"Development through networking and outreach."*

## 14TH INTERNATIONAL CONFERENCE ON EDUCATION AND DEVELOPMENT IN UK

On 5-7 September 2017, KAPE sent two representatives, Mr. Hang Pisseh, the I'm Learning Project Manager and Mr. Steven Prigent, Research Adviser, to attend the UK Education and Development Forum at the University of Oxford, which was sponsored by the UK Forum for International Education & Training. KAPE was one of the successful candidates selected to present its research findings and best practices relating to the outcomes of the I'm Learning Project, which was a 4-year longitudinal study of a multi-dimensional and holistic approach to educational development, funded by Norad. Participants from all over the world attended the conference to share findings and experiences relating to sustainable development in the areas of curriculum, cognition and context.

The KAPE research team presented the findings of its longitudinal study entitled, "The Impact of holistic educational programs on quality and learning outcomes in Cambodia" to a large audience at the conference. As many donors move back



Mr. Steven Prigent and Hang Pisseh make a presentation at the UK Forum for International Education and Training at Oxford University.

towards funding projects with a more uni-dimensional focus such as 'early grade reading' or 'teacher education', the study provided a contrarian view to these development trends that again makes the case for more holistic approaches such as the Child Friendly School model promoted by UNICEF and Save the Children. KAPE hopes that the empirical evidence generated by the study will enable it to better advocate for its own multi-dimensional approach to educational development. The research study will also soon be printed in the *Journal of Modern Education*.

## PARENTS' NIGHT EXHIBITION, NGS-Phnom Penh



Students showcase their exhibitions to parents and high-ranking officials at a Parents' Night Exhibition at Preah Sisovath HS.

The New Generation School Initiative (NGS) organized an annual *Parents' Night Show* on 01 July 2017 at Sisowath HS in order to demonstrate to parents the hands on learning approaches that are now widely used in New Generation School sites. NGS is a new educational reform that MoEYS has funded KAPE to develop and implement. This educational reform incentivizes schools to innovate by providing autonomy and freedom to experiment in new ways of teaching and learning. The *Parents' Night Exhibition* is one example of such an innovation where

students demonstrate special projects and products that they have created as a result of their research, which they do as a regular part of their classroom learning. The exhibition is held at night to accommodate parents' schedules because most parents must work during the daytime and find it difficult to attend such events during normal school hours.

In preparation for the Exhibition, students used chemical equations to produce candles, physics principles to build a robot, and principles of composition to write a novel, which they also sold to attendees to fund future club activities. The students were excited to not only show their creative products to their parents but also to high-ranking officials who attended the exhibition, including H.E. Dr. Hang Chuon Naron, Minister of MoEYS. During remarks made by the Minister, he expressed his happy astonishment at how rapidly modern learning techniques introduced at Sisovath HS had progressed in such a short period of time. He expressed the Ministry's full support of this educational reform and continued funding from the Ministry of Education, Youth, & Sport.

## KAPE Negotiates Expanded Scholarship Agreements with Thai University Partners

Representatives from KAPE's Inclusive Education Unit visited three tertiary institutions in Thailand to negotiate expanded support from our Thai institutional partners for additional Cambodian students who wish to study in Thailand. In 2017, KAPE received supplementary funding for youth scholarships from its partner in Australia, Classroom of Hope, and sought to leverage this support for as many students as possible by requesting additional financial assistance from Thai partner institutions. A delegation from KAPE comprising the Inclusive Education Program Coordinator, the Senior Technical Adviser, and two technical staff met with the leadership of the Polytechnic College of Sisakhet Province, Rajamangla University in Surin, Ubon Rachathani Vocational College, and the Office of Vocational Education Commission (OVEC) in Bangkok to negotiate the expanded agreement. These discussions led to a revised Memorandum of Understanding between KAPE and OVEC to accommodate additional Cambodian students from KAPE target areas. These efforts underline KAPE's increasing reputation and ability to be a credible partner with international institutions.



A delegation from KAPE meets with the Director of the Polytechnic College of Sisakhet Province in Thailand.





# TTO IMPORT EXPORT CO.,LTD.

*"Effective and Affordable Teaching Aids!"*



TTS registered as TTO import export co., Ltd. on April 11, 2017

## TTO Highlights

### About Us

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

### Product

Teaching aids:

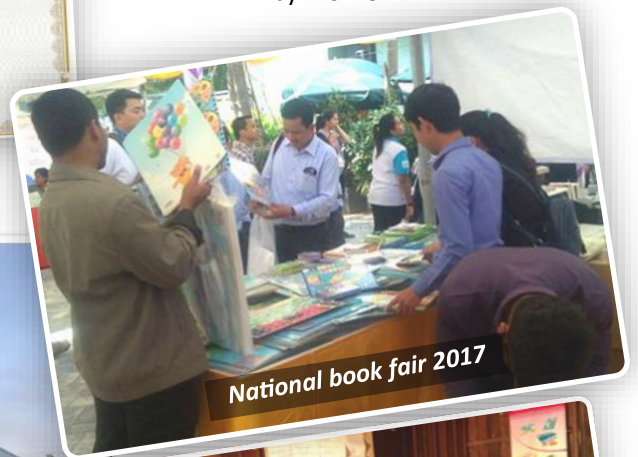
- Math 13 items
- Literacy 31 items
- Science 2 items
- Assessment file 3

### Certified

Publishing product approved by MoEYS.



New warehouse in Kampong Cham town



National book fair 2017



Teaching orientation

### សម្ព័ន្ធខ្មែរកម្ពុជា

### ដែលមានប្រសិទ្ធភាព

### និងតម្លៃសមរម្យ

TTO reached a number of milestones this year including its registration as a local company and the construction of a new and modern headquarters building in Kampong Cham Town. The enterprise continues to stabilize and is well positioned to continue to play a dynamic role in using private sector principles to support sustainable development of Cambodia's education system.

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



## New Generation School Initiative (NGSI)

*"Cambodia's First Charter Schools"*

### Project Profile

<b>Donor</b>	Ministry of Education, Youth & Sport (MoEYS) Franks Family Foundation (FFF)
<b>Direct Beneficiaries</b>	2,343 Students
<b>Budget Received in FY2017</b>	1.5 million USD
<b>Unit Cost per Beneficiary</b>	USD 512
<b>Provinces Covered</b>	4 (Phnom Penh, Kampong Cham, Kandal and Kampong Speu Provinces)
<b>Districts Covered</b>	6
<b>Target Secondary Schools</b>	4
<b>Target Primary Schools</b>	3
<b>Start Date</b>	1 October 2015
<b>End Date</b>	Open-ended

### Project Update

Following the adoption of New Generation Schools as an official policy of the Ministry of Education, Youth, & Sport, NGS programming entered an expansion phase that saw extensive planning to establish two new NGS Sites in 2017. One of these is at Prek Anchanh HS in Kandal Province and another is at Prek Leap HS in Phnom Penh. In addition, intake expanded to include Grades 7 to 12 at Hun Sen Kampong Cham High School and at Sisovath HS in Phnom Penh.

A key element of the program that was successfully piloted during the year included the development and implementation of new NGS Accreditation Protocols. These protocols guided assessments that determined whether any particular school was in compliance with 20 key criteria that define a New Generation School. The piloting of these protocols led to the accreditation of two schools namely, Hun Sen Kampong Cham HS and Sisovath HS.

NGS educational reforms have also been expanded to include schools in the Primary Education Sector. Two schools are now being supported with funding from the Primary Education Department. One of these is in Kampong Cham while another is in Kampong Speu.



### Program Rationale

New Generation Schools are a new reform recently inaugurated by the MoEYS in 2014 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, the government is able 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. New Generation Schools follow precedents in other countries where some public schools receive greater autonomy from the state to stimulate educational innovation. This speaks especially to the Charter School Movement.

### Key Activities

- Successful Development of 113 Operational Policy Guidelines to assist other development partners to replicate New Generation Schools within a clear policy framework.
- Expansion of the NGS model to a total of 9 sites in 4 provinces including two new secondary.
- Piloting of a 'whole school' model at two new sites in Phnom Penh and Kandal Province.
- Introduction of the NGS design into the primary school sector with MoEYS funding.
- Completion of an NGS Retreat in Kep led by the Minister of Education, Youth, & Sport.
- Expansion of NGS services at Hun Sen Kampong Cham HS.
- Design and implementation of 21st Century educational facilities including 59 modernized classrooms, science labs (25), 21st Century Libraries, and ICT labs (5).
- Eradication of private teacher fees in all sites

*Students at Preah Sisovath high school conduct an experiment in Physics using principles of Constructivist Learning →*



*← A teacher at an NGS Primary School uses new principles of student organization and learning to facilitate children's understanding of a lesson.*



# Snapshot



H.E. Dr. Hang Chuon Naron presides over the NGS Retreat in Kep Krung to review progress to date and address on-going challenges encountered in implementing this educational reform.



Newly Renovated Lecture Hall and Auditorium after the completion of repairs (After)



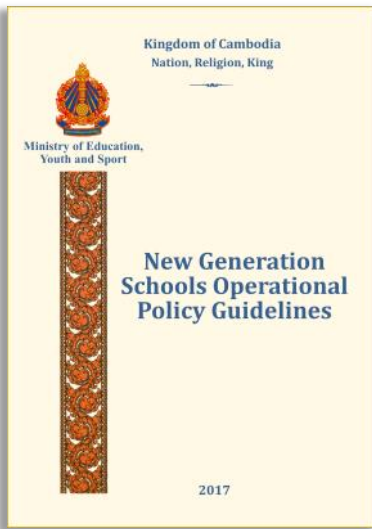
Dilapidated Lecture Hall at Sisovath HS (Before)

## Premiere Facilities Come on Line at Sisovath HS

Sisovath HS is Cambodia's oldest school. However, its aging 19th Century facilities do little to promote 21st Century learning. Many classrooms continue to use uncomfortable wooden benches for student seating and there is no internet wiring to facilitate the use of mobile devices for student research. With MoEYS funding, KAPE has worked to completely redesign learning spaces at the school while maintaining the historical exterior features of most buildings.

One of the major renovations completed this year included the creation of a state of the art auditorium (see above) that was converted from a dilapidated old lecture hall. This new facility has internet, a modern sound system, high resolution projection equipment and a modern aesthetic ambiance that supports student reflection.

The completion of the NGS Operational Guidelines will complement the Policy Framework document that was approved by MoEYS in 2016. The present document provides operational guidance to other development partners who may also wish to implement the New Generation School model in other areas. There are 113 policy guidelines as well as numerous documents and forms that will help to provide some degree of harmonization between NGS sites. ➔



## Features

### SCHOOLS FOR THE NEXT GENERATION

#### Youth Empowerment Services

The principle of Youth Empowerment, as mandated by the MoEYS' *National Youth Development Policy*, plays a key role in the New Generation School model. Youth Empowerment principles are manifested by student choice in the subject themes they wish to study, voluntary club membership, and an empowered Student Council that helps school directors to manage the school. In addition, counseling services provided to youth help to ensure that youth decisions regarding future career planning are well informed and wise.

#### Special Student Services

New Generation Schools provide new student services not found in normal public schools including: 21st Century e-Library – Counseling Services – Subject Clubs for Students – Life Skills Education – Electronic Assessment – Software-based Learning – Student Government led by Student Councils.



State of the Art Science Facilities Established in Kampong Cham Province: Students at Hun Sen Kampong Cham HS complete a classroom task in a new science lab using 'hands on science' techniques that require the use of microscopes recently provided with MoEYS funding.



New 21st Century Library at Prek Leap High School



The Student Council at Hun Sen Kampong Cham HS has a self-directed meeting using new student center facilities recently provided through MoEYS investment.



## Project Profile

<b>Donor</b>	Child Fund Cambodia
<b>Direct Beneficiaries</b>	721 Students
<b>Budget Received in FY2017</b>	USD277,000
<b>Unit Cost per Beneficiary</b>	USD373.81
<b>Provinces Covered</b>	Svay Rieng
<b>Districts Covered</b>	Svay Chrum
<b>Target Secondary Schools</b>	1
<b>Target Primary Schools</b>	1
<b>Start Date</b>	1 October 2016
<b>End Date</b>	Open-ended

## Project Update

KAPE has partnered with Child Fund to use non-government funds to establish a New Generation School site in Svay Rieng Province. This school takes in both a Primary School and a Junior High School. Although it is considered to be a distinct project, the New Generation School supported by Child Fund in Svay Rieng operates in close collaboration with NGS programming that KAPE implements with direct government support.

Key developments during NGS implementation in Svay Rieng included the following:

- ◆ Establishing an NGS Provincial Oversight Board as per the recently approved NGS Policy to ensure good school governance, transparency and high quality education.
- ◆ Enhancing school learning environments through intensive investment in school renovation that utilizes new and modern school designs.
- ◆ Facilitating the development of a new educational service culture that provides a clear structure for teacher development, increased hours of instruction (40 hours per week at secondary level and 34 hours per week at primary level), and high utilization of new school facilities such as science labs, 21<sup>st</sup> Century Library, etc.
- ◆ Assisting teachers to upgrade their professional status by providing scholarship support for extra qualifying degrees and certificates.

## Program Rationale

New Generation Schools are a new reform recently inaugurated by the MoEYS in 2014 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, the government is able 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. New Generation Schools follow precedents in other countries where some public schools receive greater autonomy from the state to stimulate educational innovation. This speaks especially to the Charter School Movement.

## Key Activities

- New oversight structures ensure high levels of internal school governance that in turn promote measurable improvements in educational quality and efficiency.
- Learning environments meet high standards for child friendliness and responsiveness to children's needs.
- New learning approaches effectively use technology to create relevant education for the 21st century as well as increased efficiencies in learning.
- Teachers demonstrate higher levels of competence and professionalism as a result of new incentive structures commonly used in the private sector.
- Major renovations using the most modern principles in school design have been completed during the year.



*ICT in Education: Students at Svay Prahuet– Kok Pring New Generation School demonstrate a biology experiment using a microscope.*



# Snapshot

## Premiere Facilities Come on Line at Svay Prahut-Kok Pring NGS

Svay Prahut-Kok Pring has undergone a major transformation over the last two years. KAPE has worked to completely redesign learning spaces at the school by creating a state of the art computer lab (below) as well as attractive color coded classrooms and modern science labs. Each teacher is provided with a laptop so that they can make intensive use of ICT in their instruction.



H.E Im Koch, the Secretary of State of the Ministry of Education Youth and Sport officially inaugurates the opening of Svay Rieng's first New Generation School at Svay Prahut-Kok Pring



Students practice life skills in a model farm.



## Features



Students at Svay Prahut-Kok Pring have access to mobile learning devices and other technology at a 21st Century Library established in their school

## SCHOOLS FOR THE NEXT GENERATION ...

### 21<sup>st</sup> Century Libraries Help to Transform How Children Learn

At the heart of the remake of the New Generation School is the School Library. New library designs employed in a New Generation School play a key role in changing the school environment. Such libraries not only create attractive learning environments but also provide access to m-Learning facilities that promote self-study. Teachers are required to integrate library facilities into their teaching.

The 21<sup>st</sup> Century Library in the New Generation School at Svay Prahut-Kok Pring provides opportunities for children to do research, watch educational programs, and learn in new ways by using educational software. The software in New Generation Schools uses interactive features that help children to learn at their own pace; these features also provide multiple sensory channels for learning that accords with children's different learning styles (e.g., verbal, visual, etc.).



# Improved School Health Services (ISHS) Project

*"Bringing Health Services to the School."*

## Project Profile

<b>Donor</b>	Breteau Foundation
<b>Direct Beneficiaries</b>	2,168
<b>Budget Received in FY2017</b>	USD7,410
<b>Unit Cost per Beneficiary</b>	USD3.40
<b>Provinces Covered</b>	01 (Kampong Cham)
<b>Districts Covered</b>	01 (Cheung Prey)
<b>Target Secondary Schools</b>	01 (Hun Sen Skon High School)
<b>Start Date</b>	01 January, 2013
<b>End Date</b>	30 September, 2017

## Project Update

The new student health clinic in Skon HS began operating in September, 2013. For the 2016-17 academic year just ending, the school health clinic provided health care services to a total of 960 students, teachers, and office staff. During its four years of operation, the clinic provided health services to more than 3,832 students and teachers. Although donor funding is now ending this year, KAPE has been able to convince government to step in to continue clinic operations.

## Key Activities

1. Continuing to provide health services to students, teachers and school staff during the school day. The most common services are first aid and consultations.
2. Equipping the school clinic with more medical supplies to address health problems.
3. Providing health education inside and outside the school clinic focusing on staying healthy, preventing infectious diseases, and promoting good hygiene
4. Contributing to national health care promotion by disseminating health care messages and ways to prevent serious, infectious diseases.
5. Facilitating the referral of children with disabilities to specialized hospitals to get more serious treatment such as eye care and various operations.

## Project Impact

Since its establishment in 2013, the Student Health Clinic has provided a unique service that is rare in most public schools. Although a Nurse's Office is a common feature of schools in many developed countries, such services are almost unheard of in most Cambodian schools. The provision of this service has set Skon HS apart from most of its peers in the province.

The school health clinic plays a crucial role in improving school services in line with MoEYS policy and guidelines. During the 4-year period of its operation, the clinic has contributed to building the school's credibility as a good place to study both at the local and national levels. KAPE personnel believe that the provision of health care services at the school has played a major role in the school's ability to reduce its dropout rate by over 50% since the service started.

As the period of donor support comes to an end, KAPE has been successfully advocating with the government to provide financial support for the continuation of this service and indeed its expansion to other schools.

## Program Rationale

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

## Snapshot



*Students at Skon HS receive medical consultations as part of the services provided by the Student Health Clinic established with assistance from the Breteau Foundation.*





# Books For Cambodia (BFC)

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

## Project Profile

<b>Donor</b>	The Asia Foundation
<b>Direct Beneficiaries</b>	85,865
<b>In-kind Support Received in FY2017</b>	USD201,597
<b>Unit Cost per Beneficiary</b>	USD2.34
<b>Provinces Covered</b>	14
<b>Districts Covered</b>	37
<b>Target-government institutions and universities</b>	19
<b>Target-NGOs</b>	2
<b>Target Secondary Schools</b>	23
<b>Target Primary Schools</b>	61
<b>Target public, private schools and foundations</b>	4
<b>Start Date</b>	1 April 2014
<b>End Date</b>	Open-ended

## Project Update

The Books for Cambodia Program has completed its third year of operation and is currently preparing for a continuation of its book donation programming. BfC has now prepared a new MoU with the Ministry of Education, Youth, & Sport that will cover three years of continuous funding during the period 2017 to 2020.

The prospect of assured continuity from year to year will enable the program to more easily plan for coverage targets that provide a balance of urban and rural areas. In addition, the new MoU will mark a strategic shift in programming to focus on the formal education sector while handing over book distribution to tertiary level institutions to the Royal University of Phnom Penh starting in 2018.

## Project Impact

**Creating a Culture of Learning:** BfC has provided technical support to librarians to make it easy for students to find the books that they are most interested in reading. Librarians have also been trained to organize reading groups for young children and to facilitate access to electronic books by using mobile learning devices supplied to libraries by other KAPE programs.

**Library Enhancement:** BfC has provided large amounts of reading material such as books, flashcards, and other materials to many school libraries. Since its inception, BfC has distributed about 47,986 books and reading materials to more than 250 schools and public libraries.

## Core Goals

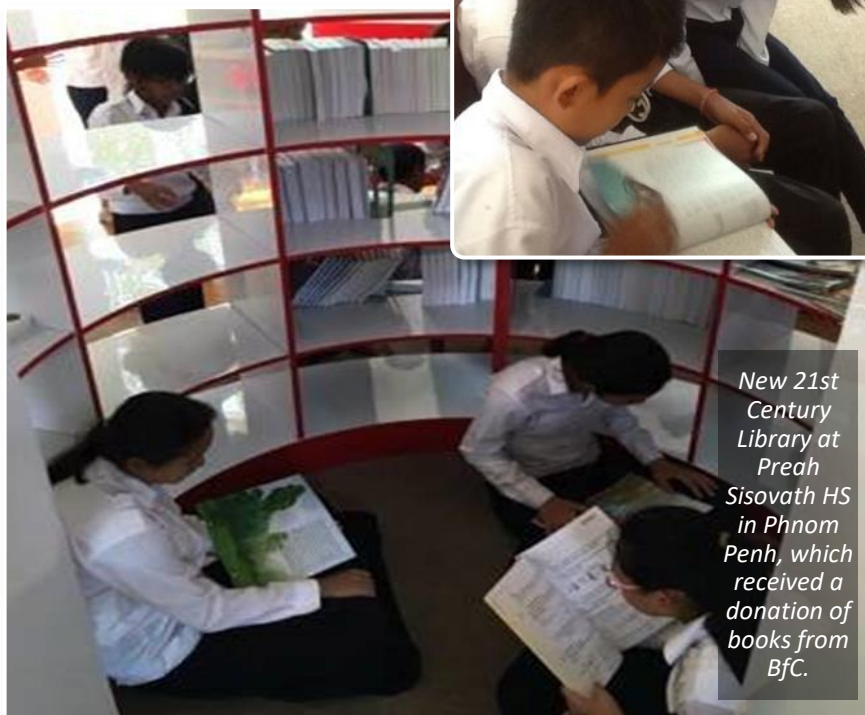
Books for Cambodia seeks to promote English reading at the primary, secondary, and tertiary education levels.

The project is also striving to help universities, government institutions and NGOs to create a culture of reading in Cambodia and enable access to books of the highest quality.

## Key Activities

- Books for Cambodia distributed 18,602 books in the 2016/17 academic year.
- To maximize the distribution and use of these books by our recipients, KAPE conducted regular monitoring and evaluation of book use.
- Program planners compiled a report of assessment findings with concrete recommendations to school management to maximize book use.
- KAPE's team also encouraged target schools to promote reading activities and events through outreach to parents and teachers as well as thoughtful library orientations.

*BfC seeks to identify books of high quality that stimulate interest in reading and research among students. In this picture, students are encouraged to read books together so that they can more easily decipher word meanings during library sessions. →*



**Looking Ahead:** In FY2018, BfC hopes to make a strategic shift to more coordinated action to encourage children to learn English. This strategic shift accords with recent announcements by MoEYS to enhance English language instruction in primary schools where it is now required for students to study English for at least 2 hours per week. BfC hopes that its provision of English books intended for very young readers will help the Ministry to realize its vision of enhanced English language learning at primary school level.

**Enhanced Monitoring:** BfC will also intensify its efforts to maximize the utilization of English books by more frequent monitoring of schools.

## Project Profile

<b>Donors</b>	Qatar Foundation Aide et Action (AeA)
<b>Direct Beneficiaries</b>	12,918 children
<b>Budget Received in FY2017</b>	USD124,449
<b>Unit Cost per Beneficiary</b>	USD9.63
<b>Provinces Covered</b>	2 (Tbaung Khmum & Kratie Provinces)
<b>Districts Covered</b>	6 districts
<b>Target Secondary Schools</b>	0
<b>Target Primary Schools</b>	56
<b>Start Date</b>	June 2014
<b>End Date</b>	November 2017

## Project Update

This fiscal year saw the third and final year of implementation of the Educate a Child Project. Under the EAC implementation framework and with support from AeA, KAPE implemented school-development interventions in 56 schools and communities in two provinces in eastern Cambodia, namely Tabaung Khmum and Kratie Provinces. These schools included 35 government-registered schools and 21 temporary community schools. These temporary schools are one or two room buildings (usually made of wood) that are established in communities that have never had a school before. They are staffed by a community teacher. Temporary classrooms are one of the key interventions that KAPE uses to implement EAC to increase access for OOSCs.

As KAPE completed the project cycle, the EAC Team made encouraging progress in its work to improve equitable access for Out-of-School Children from minority groups and to improve the quality of education they receive once in school. Through a close working relationship with local officials, 5 community schools were registered as government schools so that they can now receive PB funds, textbooks, and state teachers directly from MoEYS. These efforts contribute mightily to sustainable impacts. As a result of these collaborative efforts, 2,186 OOSCs were enrolled in school during the 3-year project cycle; of this number, the project was able to retain 1,852 children or 85% of those children who were brought into the education system.

## Global Goal

The Educate a Child (EAC) project aims to contribute to a comprehensive and inclusive education system in Cambodia that caters to every child, including Out-of-School Children (OOSCs), children with disabilities, ethnic minorities, children living in rural areas, street children in urban areas, and over-aged children. KAPE's interventions focus on ethnic minorities, particularly Cham Muslims and hill tribe groups.



## Key Activities

- ◆ 19 temporary classrooms constructed that provided immediate access to schooling for 2,186 underserved local children.
- ◆ Foundational teacher training provided to help teachers improve their teaching practice.
- ◆ 20 School campaigns and community engagement meetings conducted to reach and promote enrolment of Out of School Children (OOSC).
- ◆ School mapping completed for 49 schools.
- ◆ Scholarship support provided to 953 OOSC children (56% female)
- ◆ Child to Child mentorship activities completed, focused on children helping children
- ◆ Bilingual Classroom Assistants (BCA) from local minority communities recruited and trained. Such services attract the parents of minority families to enrol their children in school
- ◆ Village-based remedial classes provided for learners with special needs.
- ◆ Life skills programming offered education relevant to local areas
- ◆ Leadership training for Directors and communities to effectively manage grant funds.
- ◆ DTMTs received support with regular monitoring and reporting on school progress
- ◆ Family livelihood income stipends helped children stay in school
- ◆ Children with acute and chronic health problems were referred to appropriate health care providers to enable them to continue at school.
- ◆ Advocated for greater engagement by educational officials in solving local educational problems.

## Project Impact

### 1. Enrolment & Retention Rates Increased

- » 2,186 out-of-school children have been enrolled and/or re-enrolled through the Project since it began in 2014.
- » 1,852 children (50% girls) were retained or 85% of the total, exceeding the target of 75% retention.

### 2. Access to Schools Increased

- » 19 temporary schools were built during the project cycle in underserved areas.

### 3. Teacher Shortages Addressed

- » In Year 1, KAPE was responsible for hiring 20 community teachers, using the Project budget; almost 30% of this number were eventually subsidized by the provision of contract teachers by the government.

### 4. Education Quality Improved

- » The EAC Project contributed to improved teaching standards and Child Friendly classroom environments by:
  - » Training 294 teachers, including Community and Contract Teachers, in Child Friendly School methodologies and reading benchmarks for Grades 1, 2, & 3.
  - » Repairing and/or renovating 110 classrooms in both provinces.



# Inclusive Education Program (IEP)

*"Inclusive Education: Promoting the right to an education among underserved groups."*

The Inclusive Education Program (IEP) is an umbrella project that consists of three different projects including the *Girls' Education Initiative (GEI)*, *STEM4Women*, and the *Cambodia Tertiary Scholarship Program (CTSP)* this year. IEP aims to increase access to education at secondary and tertiary levels, especially for girls, minorities and other vulnerable and marginalized children/youth.

IEP is a holistic program that not only provides scholarship support to vulnerable youth but also supplementary services such as career counseling, advocacy, and income generation for parents to enable them to keep their children in school.

	Cambodian Tertiary Scholarship Program (CTSP)	Girls' Education Initiative (GEI)	STEM4Women
<b>Donors</b>	The Asia Foundation	The OakTree Foundation	The OakTree Foundation, 100Women, Classroom of Hope
<b>Direct Beneficiaries</b>	30 students	916 students	10 students
<b>Budget Received in FY2017</b>	USD55,221	USD101,293	USD24,752
<b>Unit Cost per Beneficiary</b>	USD850/year	USD110	USD2,475
<b>Provinces Covered</b>	Kampong Cham, Tbung Khmum, Kratie and Prey Veng	Kampong Cham, Tbaung Khmum, Phnom Penh, Thailand	Kampong Cham, Tbaung Khmum, Ratanak Kiri, Takeo
<b>Districts Covered</b>	11	6	3
<b>Target Secondary Schools</b>	N/A	17	N/A
<b>Vocational College/University</b>	Western University, Kampong Cham	<ul style="list-style-type: none"> <li>• Kampong Chheuteal Technical College</li> <li>• Provincial Training Centre</li> <li>• PNC Institute</li> <li>• Surin, Sisaket, Ubun, Bangkok Vocational College</li> </ul>	• PNC Institute
<b>Start Date</b>	01 October 2016	1 August 2000	2016
<b>End Date</b>	30 September 2020	31 December 2018	2018



*Our beneficiaries prepare for a 21<sup>st</sup> century workplace where global trends require qualified young youth to play a significant role in order to take part in developing their country. All beneficiaries are given opportunities to practice their skills at the same time. Most of them are vulnerable girls from poor families.*





## Cambodian Tertiary Scholarship Program (CTSP)

*“Educate a girl, educate a family”*

**Project Update** During the present academic year, a new cohort of 30 young women have been selected for CTSP scholarships, funded by the Asia Foundation and implemented by KAPE. These students will be supported for 4 years until they graduate from their studies in October, 2020.

The selection process is a rigorous 4-step process used to select motivated, underprivileged youth. It includes an open and transparent announcement, structured written applications, family background forms, shortlisting, testing, interviews and social investigation.

The successful applicants have been enrolled at *Western University*, a well-regarded tertiary institution in Kampong Cham Province, where the program has been able to negotiate very favorable study conditions (e.g., reduced tuition, special provisions for study, etc.). Most of these individuals come from vulnerable households where young women have little chance to further their education.

The CTSP project aims to empower vulnerable young women at various exit points from the formal education system, to achieve their full potential at the tertiary level. It also aims to increase participation in career path development activities that will ensure their confident entry into the workforce.

### Program Result

Currently, CTSP scholars are studying in semester 1, Year 2 of their study program. They have selected majors in Accounting, Banking & Management, Public Administration and English Literature. The Year 1 exam results were very encouraging. In Semester 1, 63% of CTSP scholars were ranked in the top 10% of their class. In Semester 2, 47% of CTSP scholars were ranked in the top 10%. All scholars passed their Year 1 exams, which is a very reassuring result.

### Case Study

Tol Cheavy, aged 18, is an accounting student at Western university in Kampong Cham Province, and a CTSP scholar. She is the older of two siblings. Her younger brother dropped out of secondary school and is now selling construction materials in Phnom Penh. He sent money to support Cheavey's studies at high school.

Cheavy's father died of disease and for around two years, she lived with her grandmother and single mother in a small house. Her mother works in a shoe factory in Prey Chhor District, which is their hometown.

Cheavey was forced to drop out of high school in Grade 10 because her mother wanted her to work in a factory and

generate some income. Cheavey however, was committed to her education and returned to school.

Cheavey was a clever student and a deputy class leader in Lvea HS. She graduated from high school last year with grade C.

KAPE provided full scholarship support that covered tuition fees, housing costs,

food and career development activities. Her mother provides her with a small amount of money to cover her other expenses.

Cheavey has been selected as a student cohort leader and takes care of the 30 young women living in the rental dormitory. She can speak English well and started volunteering to run an English Club in January 2017. In September she was a contestant in a debate and public speaking competition. She gave a very good speech on the topic, 'Keep Going' and was the winner of the competition. Cheavey also volunteers with other local organizations and acts as a role model for young Cambodian people.

In the future, she would like to be an accountant manager in a bank.





# Girls' Education Initiative (GEI)

*" Reaching Out to the Disadvantaged through Education."*

## Project Update

The Girls' Education Initiative (GEI) in its most current iteration has been operating in Kampong Cham and Tbong Khmum Provinces since January 2012, funded by Oaktree, Australia and implemented by Kampuchean Action for Primary Education (KAPE). The project first started in 2000 and is KAPE's longest-running project. Building on 16 years of programming experience, GEI aims to provide youth with the skills, information, and the assistance needed to empower them both economically and socially. The project has been evolving in a way that continually meets the changing needs of Cambodian youth and society, particularly as we enter the 21st Century.

Cham and Tbong Khmum Provinces since January 2012, funded by Oaktree, Australia and implemented by Kampuchean Action for Primary Education (KAPE). The project first started in 2000 and is KAPE's longest-running project. Building on 16 years of programming experience, GEI aims to provide youth with the skills, information, and the assistance needed to empower them both economically and socially. The project has been evolving in a way that continually meets the changing needs of Cambodian youth and society, particularly as we enter the 21st Century.

## Key Activities

- ◆ Youth leadership activities for students and student councils
- ◆ Counseling services for youth
- ◆ Scholarship support to vulnerable youth (in-school) which includes:
  - ☞ Secondary, vocational, and tertiary scholarships
- ◆ Scholarship support to out-of-School youth and referral/tracking services
- ◆ Livelihoods support for parents of vulnerable Youth
- ◆ Social support networks

## Project Impact

- ☞ Good collaboration with the Thai Ministry of Education and *Passerelles Numériques Cambodia (PNC)* in Phnom Penh to provide free tuition and accommodation for Cambodian students funded by KAPE to undertake AA or BA/BS degree study.
- ☞ Many GEI scholars passed an exam to study at the Provincial Teacher Training College in Kampong Cham Province. This will provide assured employment as teachers upon graduation and provide good role models in their communities when they return.
- ☞ Stronger focus on counselling in secondary schools with plans to further develop this service into e-counseling.
- ☞ Strong support from CEFAC members to provide livelihood support for the parents of GEI scholars.



*Student Council leaders engaged as masters of ceremony*



*The project aims to provide youth with the skills, information, and the assistance needed to empower them, both economically and socially.*



Ms. Theara, aged 21, is one of the twenty teacher trainee scholars funded by Oaktree. She graduated from a two-year training course at the Provincial Teacher Training College (PTTC) of Kampong Cham in Sept 2017. She will be a teacher at Damnak Char PS in her commune, Tbong Khmum Province. She started receiving scholarship support from Oaktree in 2012 when she was in high school.

Ms. Theara said "I am very happy that I can achieve my dream to be a teacher and I can look after my single mother and youngest sister. I will help my sister to finish her high school studies next year. Without the scholarship assistance since high school, I might have dropped out because my mother couldn't pay for both me and my sister to go to school. I would like to express my great thanks to Oaktree. My life has changed through education and I will encourage my students to study and invest in education for a better life. I couldn't choose to be born in a rich family, but I can make decisions that give me good living conditions".

Mey is 17 years old and a grade 12 student at Peam Chikong HS. She has 4 siblings in her family. Her father is a construction worker and her mother is a housewife. Mey has received a scholarship through the GEI project, funded by Oaktree since she was in Grade 10. Mey is an outstanding student and has worked hard to become the number 1 student in her class. She believes that studying can change her future. She has been trained as a peer counsellor, participated in workshops on the project evaluation cycle and mentored students in study clubs at her school. Mey said, "I didn't used to be brave but since going to school I have become more courageous because now I have more knowledge that I have learned from my teachers". In the future, Mey said that she would like to be a doctor or work in ICT. She likes the idea that becoming a doctor will allow her to help her family, village, and people across Cambodia. Mey used to be very shy but stated that, "It's important to understand who we are because if we don't know...we can't possibly understand our purpose or our strengths and weaknesses as a human being."



**Project Update** KAPE, in partnership with Classroom of Hope (CoH), seeks to empower young, vulnerable girls/women to join a global movement that promotes increased female participation in the subjects of Science, Technology, Engineering, and Math (STEM). A women's advocacy group from Australia called 100Women has funded 10 young women to complete 2-year tertiary and vocational courses in STEM. KAPE and CoH won a highly competitive application process for the grant to support these 10 young women.

Of the 4,389,000 Cambodian youth aged 15 to 29, about 5% are currently enrolled in tertiary institutions. Of this small group of privileged youth, only about 39% are women. In the STEM disciplines in Cambodian tertiary institutions, this disparity grows to 14% women and 86% men. This disparity is one of the greatest in Southeast Asia and compares with 52% female representation in neighboring Thailand and 48% in Malaysia.

## Project impact

- ☛ 5 ICT students who graduated in the fields of SNA and WEB programming are currently working at different companies with jobs linked to their knowledge and skills.
- ☛ University students in majors of accounting, hotel and service, electronics, architecture, ICT, food processing, food chemistry, electricity, plant science and animal husbandry will graduate from their respective institutions in 2018.
- ☛ Advocacy with the Thai Ministry of Education and *Passerelles Numériques Cambodia (PNC)* in Phnom Penh has achieved conditions of free tuition and accommodation for KAPE scholars while they complete tertiary and vocational qualifications.



Chhan Sreytak is 21 yrs old and originally from Tbong Khmum Province. She studied System Network Administration at PNC and now works as an ICT administrator at *Season Resident* in Phnom Penh. She is responsible for a diverse range of ICT tasks in the company. Through her new job, she has learned about communication, the work environment and enjoys helping others.

Chhorn Mouyleang is 22 years old and comes from Kampong Cham Province. She studied at PNC and now works as a software developer at a company called *Flexible Solutions*. She is responsible for building systems, writing code, testing and developing solutions for clients. Mouyleang has learned a lot from working, especially how to practice the technical skills that she learned at PNC, how businesses run, and how to communicate with customers. The thing Mouyleang likes most about her job is 'communication' and sharing with her fellow colleagues.



**Primary Goal** To empower young vulnerable women in Cambodia to enter professions in the STEM disciplines, which are currently dominated by men.

**Snapshot** STEM4Women utilizes extensive networks developed by KAPE to leverage limited resources in support of increasing women's educational and economic opportunities, including career counselling and confident workforce entry. These networks include relationships with the Thai Government, which provides free tuition and accommodation for selected candidates, as well as extensive tuition discounts from tertiary and vocational education providers in Cambodia.

Ms. Loenun Sok Koeun is 22 years old and comes from Cambodia's remote northeast provinces. She studied System Network Administration and currently works in ICT support at the Canadian International School (CIS) for a salary of around \$250-300 per month. She's responsible for solving ICT problems in her institute.

Sok Keoun said "Promoting women in the technology field is very important in our society. Technology helps everyone to work faster and more easily. As an ICT student, I would like to motivate the next generation to study hard and learn what most interests them. I strongly believe that women can learn and work in the ICT field. I would like to share my appreciation to KAPE and Classroom of Hope for the educational opportunities that they provided. If I didn't receive a scholarship I would not be here today".



Ms. Miech Channy is 22 years old and studied Web Programming at PNC. She has been working from home as a web developer for a mobile and ICT company based in Singapore. She is responsible for creating websites for clients and working on apps. Her new job has increased her knowledge of the IT industry and taught her new things about websites and mobile apps that she didn't know before. Channy said that "Without the scholarship program, I would not be standing here. The scholarship program also helped me to change my life and continue my studies at PNC. It helped me to find my future."



# I'm Learning Project (IML)!

*"Validating New Approaches to Education through Research"*

## Project Profile

<b>Donor</b>	Norwegian Agency for Development Cooperation (NORAD) & Save the Children
<b>Direct Beneficiaries</b>	6,423 (3,594 girls)
<b>Budget Received in FY2017</b>	USD102,697
<b>Unit Cost per Beneficiary</b>	Not Applicable
<b>Provinces Covered</b>	5 (Kampong Cham, Tbong Khmum, Kratie, Kampong Chhnang and Prey Veng)
<b>Districts Covered</b>	16
<b>Target Secondary Schools</b>	Not Applicable
<b>Target Primary Schools</b>	15 intervention schools and 15 comparison schools
<b>Start Date</b>	March 2013
<b>End Date</b>	December 2017

## Project Update

The I'm Learning Project is a longitudinal study of the effectiveness of a holistic approach to educational development. The study spans a four-year period with 2017 being the final year of implementation. The I'm Learning Project has two major subcomponents including ongoing M&E and Empirical Research. For the M&E subcomponent, KAPE continued to collect more data on student learning by administering literacy and numeracy pre- and post-tests; data was also collected on enrolment rates from all intervention and comparison schools in December 2016. Project personnel also collected data to determine the status of the implementation of Quality Learning Environment Principles, also known as the QLE Framework. The QLE monitoring assessment was conducted during March 2017 in order to monitor QLE implementation in all 15 intervention schools and to provide recommendations for interventions during the remaining period of the year. At the end of the year, KAPE conducted the final project evaluation leading the submission of a Final Report to Save the Children for feedback and recommendations.

Similarly, the Empirical Research subcomponent compiled its findings leading to the development of a final research report that summarizes both quantitative and qualitative data on children's learning that was collected during the four-year period of longitudinal data collection. The Final Research report has been submitted to the University of Oslo for review and revision before its final publication.

The findings of the longitudinal research have generally validated the effectiveness of a holistic approach to educational development, which further validates KAPE's general approach to project design and implementation. With these findings in hand, the KAPE team made a presentation to donors and academics in Oslo, Norway in April 2017. KAPE researchers made a similar presentation at the UK Education and Development Forum at Oxford University in 2017. KAPE next plans to publish these research findings in the *Journal of Modern Education*.

## Goal

The *I'm Learning Project* is an example of new trends in educational development that focus on evidence-based programming. Its goal is to:

1. Explore, monitor, and document any correlation between improvements in the learning environment and enhanced learning outcomes/ children's developmental outcomes.
2. Test and document the process and results of the "I'm learning!" programming approach for improving children's learning and development in school.

## Key Activities

- Collecting qualitative and quantitative data for project evaluation
- Collecting data for the longitudinal research
- Attending national and international conferences



*The KAPE Research Team attends a workshop in Oslo, 3-5 Apr 2017*



*The KAPE Research Team attends the UK Education and Development Forum at Oxford University where they were able to present the findings of the I'm Learning Research Project. The conference took place between 5-7 September 2017.*

## Project Impact/Achievements

As the project ended, KAPE was able to submit two key deliverables:

- The 4-year Project Evaluation Report 2014-2017
- The Final 3-Year Research Report 2015-2017

These findings help to validate the effectiveness of holistic project designs and suggest that stand-alone programming is generally less effective.

*"Strong Communities Build Strong Schools!"*

## Project Profile

<b>Donor</b>	We World
<b>Direct Beneficiaries</b>	<ul style="list-style-type: none"> <li>•43 Primary School Directors and 43 Vice Directors</li> <li>•467 Primary School Teachers</li> <li>•17,004 Primary School Students</li> <li>•74 Pre-Primary School Teachers</li> <li>•1,870 Pre-Primary School Students</li> <li>•500 Scholarship Students</li> <li>•158 Vulnerable Children</li> <li>•43 Student Councils</li> <li>•43 School Support Committees</li> <li>•Approximately 96 Local Authorities (including representatives from POEs, DOEs and Commune Councils)</li> </ul>
<b>Budget Received FY2017</b>	USD371,293
<b>Unit Cost per Beneficiary</b>	USD19.67
<b>Provinces Covered</b>	4 Provinces: Svay Rieng, Prey Veng, Kampong Chhnang and Pursat
<b>Districts Covered</b>	10 Districts: 3 districts in Svay Rieng, 1 district in Prey Veng, 4 districts in Kampong Chhnang and 2 districts in Pursat
<b>Target Primary Schools</b>	55 Schools
<b>Start Date</b>	July 2015
<b>End Date</b>	June 2018

## Project Update

The REACH Project continues to implement 12 clusters of key activities including the following:

- Supporting the development of school improvement plans among 50 schools that includes updating of school maps, enrolment campaigns, and parent meetings
- Supporting Children Council activities and Life skills programming to make education more relevant to local areas
- Capacity building on the leadership roles of School Directors and Community members, to ensure that stakeholders have the necessary management skills to oversee grant funds effectively.
- Supporting 500 primary student scholarships to ensure their continued enrolment
- Study visits for pre-primary and primary school personnel as well as members of School Support Committees (SSC)
- Supporting the renovation and enhancement of school library services to promote reading and writing
- Supporting 74 Pre-primary classes through capacity building activities
- Providing capacity building to teachers, commune councils, SSCs, and parents to better use learning games with their children
- Promoting Parental Engagement in children's learning
- Promoting parents' ability to use technology for their children's learning
- Capacity building for teachers to promote teaching aid production
- Supporting pre-school services through classroom renovations, the provision of learning materials, and capacity building.

## Goal

REACH II's objective is to enhance literacy, numeracy, and life skills knowledge through integrated strategies that promote improved learning environments, both in the school and at home within the four target provinces.

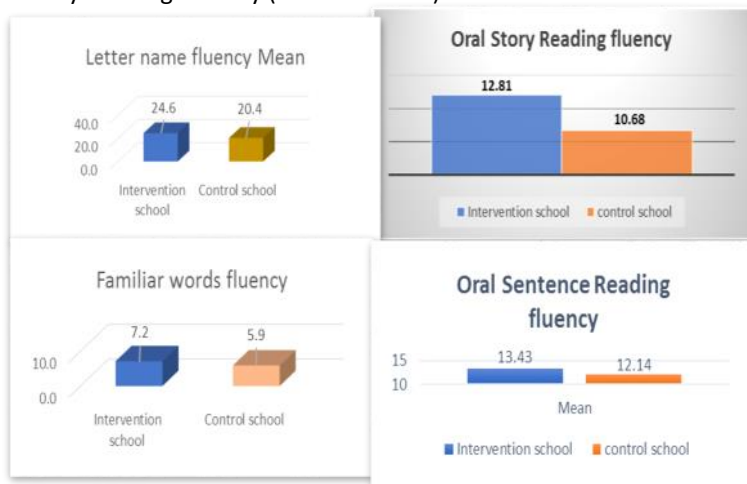
## Snapshot



*Children and preschool teachers very happy with their learning and teaching after REACH2 project support like Caro floor tile, painting, furniture, classroom decoration material, learning material for children.*

## Project Impact

During 2017, a second round of EGRA tests were administered to over 601 students in both intervention and control schools at the end of the school year. As was the case last year, students in project schools tended to outperform their counterparts in control schools across several parameters. This includes Letter Name Fluency (24.6 letters vs 20.4 letters), Familiar Word Reading (7.2 words vs 5.9 words), Oral Sentence Reading Fluency (13.43 vs 12.14, and Oral Story Reading Fluency (12.81 vs 10.68).



Friendly School Policy framework.

As the project entered its second year of implementation, there continue to be high levels of satisfaction among local stakeholders about the progress made. Unlike REACH I, the newest iteration of the project places a very strong focus on Early Grade Reading. With funding from WeWorld, the project was able to make some innovations in the way that the Early Grade Reading Assessment Tool (EGRA) is administered, adapting an electronic template called *Tangerine* to the Khmer Language for the first time. This work has not only benefited the project but adds to the capacity of the whole sector.

## Key Activities

The REACH Project originally began in 2012 with a focus on assisting schools in Svay Rieng and Prey Veng Provinces. After a successful 3-year run that was extraordinarily popular with local officials, WeWorld and KAPE negotiated a 3-year extension of the project to consolidate the work done in Svay Rieng/Prey Veng and expand the project development model to two new provinces, namely Kampong Chhnang and Pursat Provinces. The project continues to use a holistic approach to developing schools that fits well with the national Child



# Easy2Learn (E2L) Project

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

## Project Profile

<b>Donor</b>	ChildFund Cambodia
<b>Direct Beneficiaries</b>	18,847 persons
<b>Budget Received in FY2017</b>	USD376,936
<b>Unit Cost per Beneficiary</b>	USD20
<b>Provinces Covered</b>	Svay Rieng
<b>Districts Covered</b>	2 (Svay Chrum & Romeas Haek)
<b>Target Primary Schools</b>	2 schools
<b>Start Date</b>	26 schools
<b>End Date</b>	1 January 2015 30 June 2019 (with possibility of extension)

## Project Update

The Easy 2 Learn Project has continued to receive praise and support as one of KAPE's best projects. E2L is a programmatic hybrid that combines some of the best programming ideas developed by KAPE over the years into one project. E2L is one of KAPE's best examples of an 'integrated' program. Because KAPE acts as the nexus of funding of several large donors, there is ample opportunity for projects to cross-fertilize ideas. In the case of E2L, the project has adopted some unique approaches to educational development including the use of stakeholder-driven school grant approaches; early grade literacy interventions that include literacy toolkits, a rapid response system, and m-learning; Smart TV, as well as life skills education.

## Key Activities

- Promoting access to education through scholarships for poor children and health referral services for those who are physically challenged.
- Improving the quality of education through Child Friendly School development, which focuses on multi-dimensional inputs across the six dimensions of the CFS Framework
- Addressing teacher shortages through local teacher recruitment (e.g., PTTC Scholarships) and the appointment of Community Teachers
- Improving early grade literacy through the use of reading benchmarks, reading toolkits, 21st century library facilities, and technology.
- Supporting Leadership and Management Training for school managers as this relates to school grant programming.
- Promoting engagement from parents & communities through the development of School Support Committees & Commune EFA Committees.

## Snapshot



Students receive technical & material support to strengthen their proficiency in ICT



KAPE implements a workshop on leadership formation for school directors and new pedagogies for teachers in target schools.



Bio-gardens provide students with a practical location within the school where they can practice theories of modern agricultural cultivation such as hydroponic gardening and integrated pest management

## Main Goal

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

**Project Goal:** The program's purpose-level goal is to develop child friendly school models that are truly excellent across several dimensions including educational quality, inclusiveness, and local stakeholder engagement.

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

**Project Objective 2:** The effectiveness of education improves through the development and practice of Child Friendly School approaches that are relevant to the needs of all children, especially vulnerable children and girls.

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

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

# E-Books for Khmer Project (E4K)

*"Revolutionizing Reading Instruction in Khmer through Mobile Learning."*

## Project Profile

<b>Donor</b>	All Children Reading: A Grand Challenge for Development (Round 2 with co-funding from USAID, World Vision, and DFAT)
<b>Direct Beneficiaries</b>	1,505 students (Grade 2 and Grade 3)
<b>Budget Received in FY2017</b>	USD74,867
<b>Unit Cost per Beneficiary</b>	USD49.75
<b>Provinces Covered</b>	2 (Kampong Cham and Tbong Khmum)
<b>Districts Covered</b>	11 Districts
<b>Target Secondary Schools</b>	N/A
<b>Target Primary Schools</b>	15 Schools (10 Intervention and 5 Control)
<b>Start Date</b>	January 2015
<b>End Date</b>	July 2017

## Project Impact

E4K was implemented in 2 provinces of eastern Cambodia over a period of 2.5 years. The project aimed to improve the Khmer reading proficiency of students in Grades 2 and 3—specifically their pre-reading and foundational skills—by providing access to standard reading textbooks in electronic form and by training teachers to use differentiated instruction (DI) techniques. The main technological innovation of the project was the conversion of standard reading textbooks into leveled, basal electronic books (e-books) that were embedded in an application (app) called SmartBooks. SmartBooks possess interactive features like multi-modal presentations that support students' oral language skills. The e-books also feature games and quizzes that award stars to students for their achievement and allow them to advance to the next, more difficult, e-book level. Students accessed the SmartBooks app through tablets housed in primary school libraries.

To understand how the E4K Project impacted participating students' reading skills, School-to-School International (STS), an associated agency engaged to assess impact, and KAPE conducted EGRAs twice throughout the project. Baseline data was collected in November 2016, and endline data was collected in June-July 2017. During the endline data collection, STS also conducted end-of-project (EOP) interviews with school directors, teachers, librarians, students, project management, and other stakeholders. Through the interviews, STS and KAPE sought to explore lessons learned from project implementation, better understand how the project impacted students and family members, and assess the potential scalability of the project.

Based on a rigorous assessment of data collected by STS, students who had access to the SmartBooks app—those in intervention A—had statistically significantly greater gains than did students in the comparison group—those who did not participate in any part of the E4K project—on all EGRA subtasks except the letter name identification subtask. Students who had access to the SmartBooks app as well as DI teaching techniques also had statistically significantly greater gains than did comparison group students on the familiar word reading, oral reading fluency-sentences (ORF-sentences), and oral reading fluency-story (ORF-story) subtasks (Figure 1). Increments in words read per

## Goal

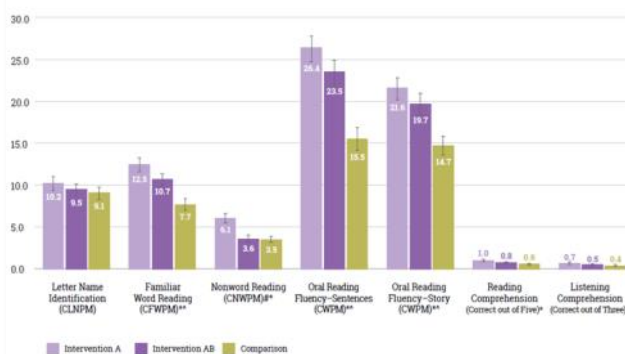
E4K proposes to rigorously assess the effectiveness of technology-based approaches adapted to the Khmer language in the area of mother tongue instruction and reading materials to improve the reading scores of young Cambodian children.

## Project Resources

During the project implementation, the E4K Team developed many resources such as:

- Publishing SmartBooks in PlayStore: <https://play.google.com/store/apps/details?id=org.kape.smartbooks>
- Publishing SmartBooks in AppStore: <https://itunes.apple.com/us/app/khmer-smart-books/id1237059482?ls=1&mt=8>
- E-Book for Khmer (E4K) End-of-Project Reports <http://allchildrenreading.org/wordpress/wp-content/uploads/2017/11/Kampuchean-Action-for-Primary-Education-End-of-Project-Report.pdf>

Figure 1: Average Gain Scores from Baseline to Endline by Subtask and Group<sup>1</sup>

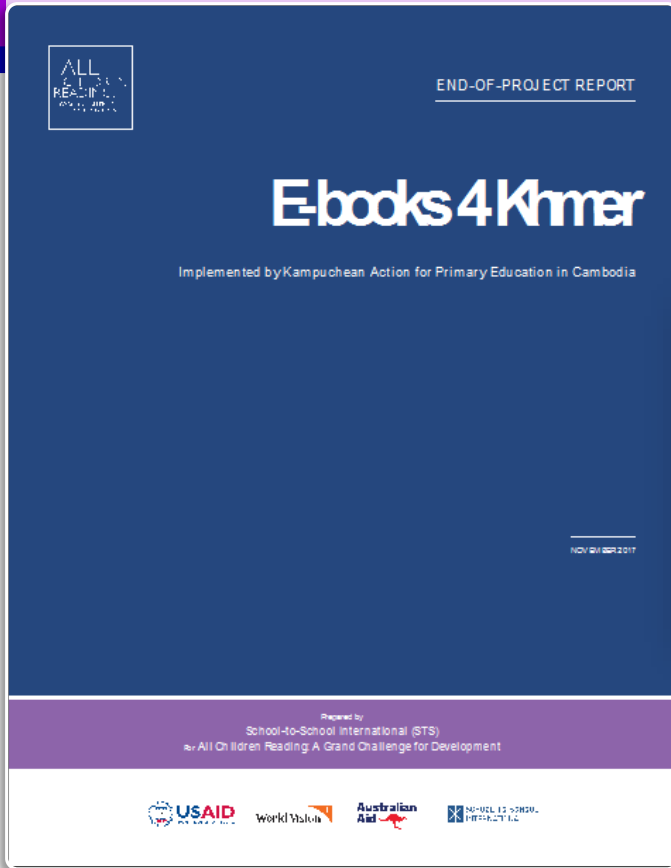


## Recommendations on Scalability by STS

E4K Programming was externally evaluated by *School-to-School*, a Washington DC-based organization engaged by ACR. Certain components of the E4K project were found to be more successful than others. Namely, SmartBooks appear to have helped students strengthen their skills across the reading spectrum; however, there were implementation challenges with the DI component of the project, and findings suggest low uptake of these techniques in teachers' classrooms. That is, Cambodian teachers have limited ability to effectively utilize new techniques in reading, particularly where this concerns individualizing instruction for children with different needs. Nevertheless, there is potential for replication and scale-up of those interventions that relied most heavily on the use of Smartbooks, which is relatively cheap and not difficult to implement. Observable results, credibility of the model with key stakeholders, and the ability of the project to be rolled out to other schools in Cambodia provide strong arguments for the scalability of the SmartBooks app.



minute were greatest for children who had access to the Smartbooks app; children exposed to DI interventions did better than the control group but not as well as those relying primarily on the app. Thus, students who had more exposure to SmartBooks tended to have greater gains on all EGRA subtasks except the listening comprehension subtask.



← **STS Evaluation Report:** An external evaluation of E4K programming using a randomized control trial approach has provided empirical evidence that the Smartbooks app developed by the project when properly used can noticeably improve young children’s reading proficiency of the Khmer Language. The report is now available on the KAPE website.



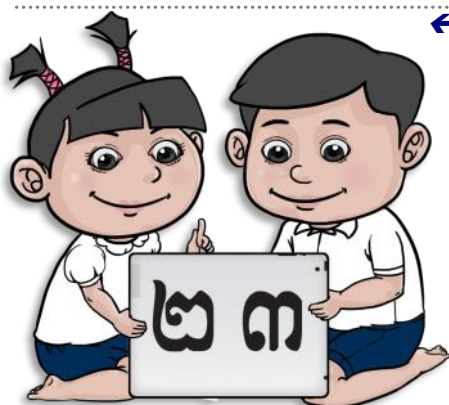
↑ As the project ended, there was a dramatic increase in interest in the SmartBook app. Downloads from PlayStore increased from 89 users to 9,393 users. This suggests that there is a potentially very large market for Khmer literacy applications for young children in Cambodia, amplified no doubt by the rapid acceleration of smartphone penetration of the general population. There has also been interest in the app among non-Khmer viewers from as far afield as Vietnam, Thailand, and South Korea. A diagrammatic summary of app dissemination activities through social media is provided in the figure above.



↑ **Redesigning Classroom Space to Accommodate Differentiated Instruction:** A facilitator provides a miniature classroom with movable pieces during a workshop about how to use Differentiated Instruction in a Cambodian school. The facilitator asks participants to redesign the furniture arrangement of a classroom in a way that would promote individualized learning.



↑ **Ensuring Adequate Dosage Levels to the Smartbooks Application:** All schools in the treatment condition received adequate numbers of tablets to ensure that students would have enough exposure to the intervention. Under Fidelity of Implementation guidelines, each school was required to provide at least two hours or more of exposure to the intervention each week. Students received exposure to the intervention both in their classrooms and the library.



← The development of Smartbooks has resulted in several milestones. It is the first time that a Ministry textbook has been expressed in an electronic form and it is also the first time that ‘readability’ principles have been applied to the Khmer Language.

## Project Profile

<b>Donor</b>	The Phoenix Foundation
<b>Direct Beneficiaries</b>	2,384 Students 48% girls in the early primary school grades
<b>Budget Received in FY2017</b>	USD148,269
<b>Unit Cost per Beneficiary</b>	USD62.20
<b>Provinces Covered</b>	Kampong Cham and Tbong Khmum
<b>Districts Covered</b>	4 Districts
<b>Target Secondary Schools</b>	N/A
<b>Target Primary Schools</b>	12 Schools (6 in Year I and 12 in Year II & III)
<b>Start Date</b>	1 <sup>st</sup> July 2017
<b>End Date</b>	30 <sup>th</sup> June 2020

## Goal

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

## Project Update

Although there have been recent improvements in the reading proficiency of Cambodian children since the completion of an overhaul of the national curriculum in 2010-13, overall reading scores continue to be unacceptably low with a national World Bank report in 2014 indicating more than 25% of children are still reading below standard. Because reading is a foundational tool skill that affects performance in all other subjects, the failure of the education system to achieve high reading proficiency in the early grades sets the stage for poor academic success in later years.

In view of the above situation, KAPE has designed the TRAC III Project to promote early grade reading through a system of interventions that provides a 'total' reading approach that moves beyond the classroom to include other elements in a child's learning environment including enhanced library services and support from other students. KAPE believes that a 'total' approach to reading can address challenges that obstruct children's reading achievement in a way that allows for more differentiated approaches to meet all children's needs.

## Key Activities

- Activity 1:** Training 55 teachers on using a Rapid Response Systems (RRS) to address the needs of challenged readers
- Activity 2:** Administering an EGRA baseline test to 815 students in both experimental (Cycle I Schools) and control schools (Cycle II Schools)
- Activity 3:** Parental outreach to stimulate engagement with children when learning at home
- Activity 4:** Providing literacy toolkit materials with self-study games to facilitate various activities included in the Rapid Response System
- Activity 5:** Peer tutoring which can help slow learners to learn from their peers
- Activity 6:** Providing 20 tablets per school and setting them up in libraries to support M-learning programming
- Activity 7:** Setting up 21st Century Libraries to promote reading activities in an enhanced learning environment

The innovative M-learning application **An Khmer, SmartBooks, and Sorse Khmer** can be used with Android phones or tablets and will be distributed to all families who possess a smart phone. These applications have been developed as part of KAPE's ICT in education programming. Each target school will manage 20 tablets that may be loaned to families with students identified as struggling by the RRS so that students can practice reading in a playful way at the Library. Results will be auto monitored electronically. Students and librarians will be trained how to use and maintain the game and the tablets.



Regular assessments facilitates the implementation of the Rapid Response System to help struggling readers





# School Management and Leadership (SML)

*"Improving Good Governance at the Grassroots"*

## Project Profile

<b>Donor</b>	Child Fund Cambodia
<b>Direct Beneficiaries</b>	3,657 (1,854 girls)
<b>Budget Received in FY2017</b>	USD50,075
<b>Unit Cost per Beneficiary</b>	USD14
<b>Provinces Covered</b>	1 (Kratie)
<b>Districts Covered</b>	1
<b>Target Primary Schools</b>	11 schools
<b>Start Date</b>	July 2015
<b>End Date</b>	June 2018

## Project Update

The SML project is mainly focused on in-service training to promote strong leadership and management skills among school managers and District-based Training & Monitoring Teams (DTMTs) so that they are more capable of supporting school managers. This refers in particular to developing and implementing school improvement plans that use school grants to make all target schools more child friendly. The project also provides training workshops to support School Support Committee members so that they are more engaged in education and provide more accountability for school performance.

A key challenge in implementing the SML Project relates to the small size of school grants when compared to the huge needs in target schools as well as a management culture that does not put a high priority on accountability. To address these issues the project has advocated with donors for a more comprehensive set of interventions and a more integrated project design that more closely follows the usual KAPE approach of a holistic project design.

## Key Activities

- Deliver training sessions on technical skills relating to leadership and management to DTMT members in Chhlung District.
- Support technical supervisory visits to school managers by DTMT members.
- Use DTMT members to provide training support to school managers based on the capacity-building guidance provided by the project.
- Conduct technical cluster school meetings with teachers that are led by school managers and DTMT members focusing on teaching skills and learning materials production.
- Develop school improvement plans in a participatory manner along with accompanying grants to support an evolution towards more child friendly school environments.
- Organize opportunities for DTMT members to participate in exposure visits to other provinces to observe exemplars of good practice.
- Provide capacity building sessions to SSCs on their roles and duties, key education policies (e.g. EFA), advocacy, and community engagement.
- Conduct SSC assessments at various points (e.g. baseline, midline and end line) during the project.

## Goal

The goal of this project is as follows: "The Child Friendliness of target schools improves as a result of enhanced leadership and management in 11 target primary schools". Key objectives include:

1. To increase the technical skills of the existing District-based Training & Monitoring Team (DTMT) members in providing support to School Managers in 11 target primary schools.
2. The capacity of School Managers improves through capacity building support.
3. To improve child-friendly school environments through strengthened capacity of school managers and stakeholder-driven grants.
4. School Support Committees demonstrate increased capacity based on a list of standardized criteria that includes participation, engagement, oversight, & resource management.

## Snapshot



*Clockwise: A student expresses her feelings about a new enhanced library; school improvement planning session; training school managers and DTMT members on instructional leadership and management skills; and school managers, teachers and SSC members participate in a school exchange visit to Svay Rieng.*

## Project Impact

In spite of some of the challenges reported earlier, SML project implementation has so far achieved some significant successes such as the following:

- A systematic technical support structure composed of DTMT members and school directors has been established and is functioning well at school and cluster level. This sustained mechanism is continuing to support the effective implementation of the school improvement plan and strengthening cluster level technical meetings. In addition, school support visits and classroom observations to support good practice are now occurring on a regular basis. Before the project, many of these activities were totally absent.
- Although school grants are small, they have been effectively managed to respond to different needs identified by stakeholders such as enhancing library services and providing greater access to learning materials. Schools' environment has also changed for the better with better rubbish control as a result of the improved performance of the student council. The councils have also been engaged in painting school buildings, planting trees, and school landscaping so that the school environment is more enjoyable for children.

## Project Profile

<b>Donor</b>	Norad/Save the Children
<b>Direct Beneficiaries</b>	22,175 students
<b>Budget Received in FY2017</b>	USD132,441
<b>Unit Cost per Beneficiary</b>	USD6.00
<b>Provinces Covered</b>	3 (Kampong Cham, Tbaung Khmum, Preah Vihea)
<b>Districts Covered</b>	16
<b>Target Primary Schools</b>	44
<b>Start Date</b>	1 January 2016
<b>End Date</b>	31 December 2018

## Project Update

The QLE Project has now completed two full years of implementation in 3 target provinces including Kampong Cham, Tbaung Khmum, and Preah Vihear. The project is based on the 'QLE Framework' developed by Save the Children and includes Four Key Principles including: 1) Emotional and psychological well-being; 2) Physical protection; 3) Active learning (and improved learning outcomes); and 4). Parent-Community Participation. The QLE Framework seeks to promote a more holistic approach to educational development and shares many similarities to the philosophy of the Child Friendly School movement and policy.

Using the framework described above, the QLE Project has supported activities across a wide number of activity dimensions to improve children's learning environments both at home and in the school. The project has also placed special focus on promoting early grade reading and has worked closely with schools to set up 'reading camps' to reinforce reading as well as provide literacy toolkits to enrich the reading environment of children. This approach builds on Save the Children programming known as Literacy Boost.

This year, QLE conducted its mid-term project evaluation to determine the effectiveness of planned activities. This evaluation is focused on Quality Learning Environments relating to Khmer and Mathematics Grade 3.

## Key Activities

- Establish working groups at provincial and district level so that local government officials can play a leading role in project implementation.
- Identify and train core trainers at school level who can animate activities that are part of the QLE implementation framework.
- Provide teacher training support in the instruction of Khmer Language, Mathematics, and Life Skills as well as four key elements of the QLE Framework.
- Establish school boards to help target schools improve both their performance and accountability to stakeholders in three provinces.
- Establish classroom committees to help teachers teach and learn.

## Goal

The QLE project goal is to (1) increase school access and enrolment for underserved children; (2) improve the quality education, especially for those children with challenging difficulties; and (3) empower MoEYS and Provincial /District Offices of Education to more effectively identify the problems and solutions that relate to improving educational access and quality in remote and rural schools.

## Snapshot



*Students display their achievements at a meeting of school stakeholders.*



*Training workshop to build teachers' capacity.*



*Meeting with parents to establish classroom committees & school boards.*

## Project Impact

During the last year, the project partnered with 24 schools to create new reading spaces in the community called 'reading camps.' These spaces can be located at people's homes, in temples, or neighbourhood meeting places. Over the course of the year, the project worked with communities to set up 30 reading camps to facilitate and enrich reading and writing habits for children in their free time, especially after school hours. After two-years of implementation, programmers have generally found high levels of utilization of the camps and strong support from local education officials and parents. In addition, communities and School Support Committees actively provided space to accommodate the camps and were very much involved in their management.

In another 9 target schools, the project renovated rooms that are now being used as a school clinic to facilitate improved health care for children. In addition, these schools made health care plans in collaboration with nearby Commune Health Centres (CHC) to ensure maximum effectiveness of proposed health care services. As a result, CHCs now work closely with schools and regularly disseminate health care messages to students.

Finally, the project also reported that it provided technical support to help 5 target schools establish school boards and classroom committees that focus on improved accountability, problem identification, and relevant solutions. This intervention seeks to improve educational services by enhancing school governance.



# Food For Education (FFE)

*"Promoting Learning Environments for Growth"*

## Project Profile

<b>Donor</b>	US Department of Agriculture (USDA); World Food Program (WFP); World Education
<b>Direct Beneficiaries</b>	Teachers in Grades 1-3 in 275 schools
<b>Budget Received in FY2017</b>	USD175,612
<b>Unit Cost per Beneficiary</b>	N/A
<b>Provinces Covered</b>	Siem Reap and Kampong Thom
<b>Districts Covered</b>	11 districts (4 in Kampong Thom and 7 in Siem Reap)
<b>Target Secondary Schools</b>	N/A
<b>Target Primary Schools</b>	275 schools (110 schools in Kampong Thom and 165 schools in Siem Reap)
<b>Start Date</b>	1 November 2016
<b>End Date</b>	31 October 2019

## Project Update

The Food for Education (FFE) Project has been operational in Siem Reap and Kampong Thom since November 2016. The project is being jointly implemented by World Education (WE) and KAPE and focuses on improved early grade literacy. Districts and schools were selected after extensive consultations with MoEYS, UNICEF, UNESCO, and USAID. 275 schools were selected in all from 4 districts in Kampong Thom and 7 districts in Siem Reap. Because teacher education is an important element of FFE programming, project managers have sought to align teacher training activities with the evolving Teacher Policy Action Plan (TPAP). This has entailed providing credits for completion of training workshops and aligning EGRA tools with those recently developed by the Primary Education Department. The Project Team has developed 3 training modules, which were used to train 1,167 teachers in Grades 1 to 3. The team also provided similar training to 312 school managers across 275 target schools. An EGRA baseline assessment was administered to 70 schools in collaboration with Provincial Teacher Training Centers (PTTC) and Provincial Offices of Education (POEs) both in Siem Reap and Kampong Thom Provinces. This baseline focused on children in Grade 3 and will be compared with a post-test for children who just started Grade 1 in 3 years time.

In addition to capacity-building activities, FFE also provided specialized packages of reading resources and materials to 275 schools. For 11 intermediate Schools, the project provided the Reading Benchmark Guides recently adopted by MoEYS (and developed by KAPE and World Ed) as well as Literacy Toolkits, which include many attractive educational games linked to the MoEYS reading curriculum.

**Project Impact** Because the project is only in its first year, it is too early to report on impacts on children's reading proficiency. Nevertheless, the project has invested heavily in developing new training modules to promote early grade literacy. Two modules have so far been developed in this way including Module 1 (Language Acquisition and the Reading Process) and Module 2 (Developing as a Reading Professional). These manuals are easy to use and have many

## Goal

The goal of the Food For Education project is to increase skills and knowledge of school administrators (School Directors and Deputies), so that they can better promote early grade literacy at their schools. This refers in particular to increased skills and knowledge of teachers and librarians to effectively use EGR pedagogy to improve literacy. It also means using new learning materials designed to improve children's reading proficiency efficiently. FFE also supports Intermediate Package Schools to promote reading activities for children and parents and, to raise awareness of how parents and communities can promote children's reading.



**Snapshot**



ToT to trainer about literacy Module 2 at Siem Reap

## Key Activities

1. School administrator trainings
2. Administration of Early Grade Reading Assessment baseline tests
3. Development of teacher training manuals and the administration of numerous workshops across 275 primary schools
4. Efforts to promote early grade literacy through the distribution of learning materials and literacy toolkits

attractive games to strengthen teacher practice. Teachers have been encouraged to document the changes in their teaching practice with photos and videos that they can then share through social media channels.

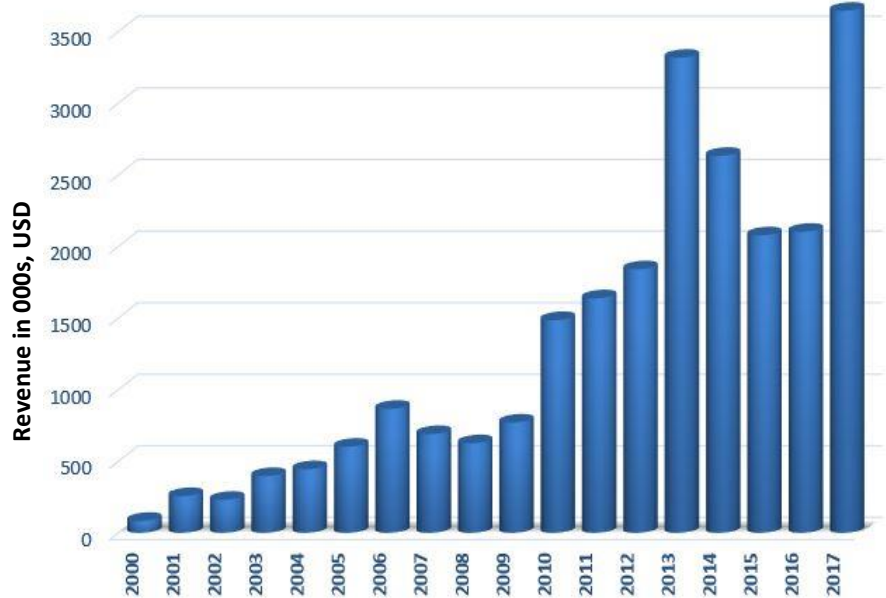
# Financial Highlights

## Cash Assets and Expenditure

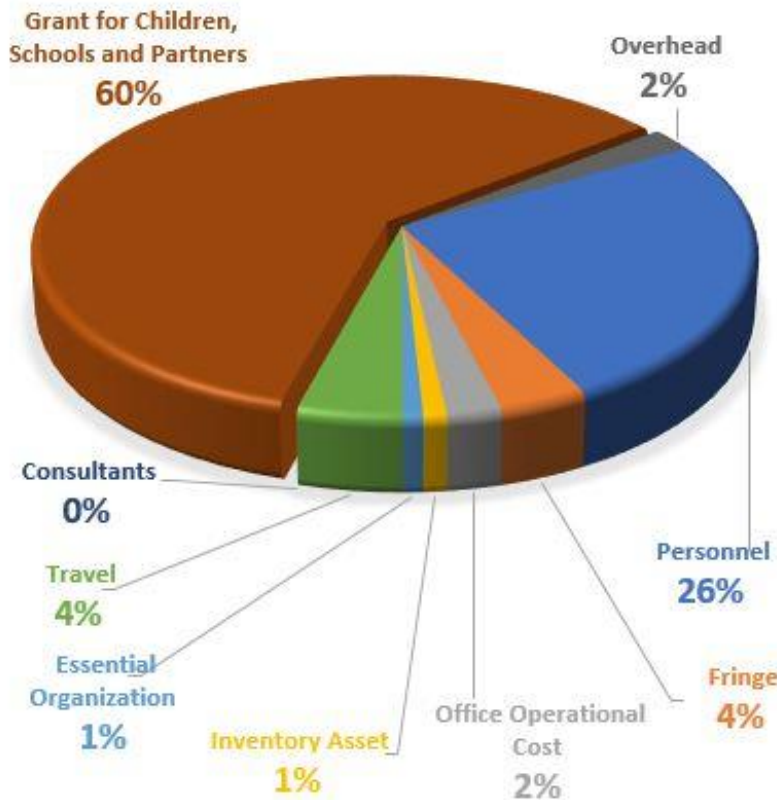
Description	Amount (USD)
Total Project Revenues FY2017	3,649,857.75
Balance Forward from FY2016	175,802.63
Interest Income	590.09
Available Assets in FY17	3,826,250.47
Total Expenditure in FY17	2,695,552.07

Fund Utilization Rate **70%**

## Fund Receipt Trend



## How was the USD spent?



## Revenue Streams in FY2017

Donors	Amount (USD)
Ministry of Education Youth and Sport	1,310,041.82
ChildFund Cambodia	763,312.66
WeWorld Cambodia	436,055.76
Save the Children	297,789.53
World Education Cambodia	223,207.95
Phoenix Foundation	148,269.22
Family Franks Foundation	99,985.00
Oaktree Foundation	75,897.05
Aide et Action	74,860.86
World Vision	70,182.00
The Asia Foundation/Merali Foundation	55,220.32
United Kindegarten of Cambodia	43,378.00
The Asia Foundation	20,222.80
100 Women/Classroom of Hope	19,471.57
Breteau Foundation	7,508.00
DAI/USAID	4,455.21
<b>New Revenue Received FY2017</b>	<b>3,649,857.75</b>

## 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 FY2017

## Board of Directors



**HEANG KOY**  
Chair



**BUN RITHY**  
Vice Chair



**THOUGH THAT**  
Member



**HEM MONY**  
Member



**CHHAY TYPA**  
Member



**THORN VANDONG**  
Member



**HEANG KIM SREANG**  
Member

## Senior Management Team (SMT)



**SAO VANNA**  
Executive Director



**HIN SIMHUON**  
Vice Director & Tech, Manager



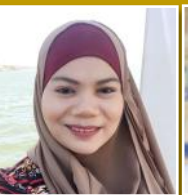
**KURT BREDEBERG**  
Senior Technical Adviser



**BO SAMBATH**  
Finance Director



**CHUON SARAN**  
HR & Admin Manager



**HEM MARY**  
IEP Coordinator



**UL RUN**  
Senior National Adviser



**CHHORN CHHAYUTH**  
Education Technology Coordinator

## KAPE Management Team Members (In alphabetical order)



**ARIEL ROZENBLUM**  
Technical Adviser (NGS-PP)



**HANG PISSETH**  
IML Program Manager



**KUM MENG HOUR**  
QLE Expansion Program Manager



**LEANG SOVANY**  
NGS-SV Program Manager



**MAI SARITH**  
REACH 2 Program Manager



**NOU SINATH**  
E2L Program Manager



**OEUR SAWIN**  
Communications Coordinator



**PHANN BUNNATH**  
Team Leader/Youth Resources Adviser



**PHUONG SARETH**  
Info. Management Systems Manager



**PICH SOPHOEUN**  
BFC Program Manager



**SET SOLEAKNA**  
Reading Coordinator



**SLESS TAHIEITH**  
EAC/TRAC III Program Manager



**SOEUNG VANN**  
Education Governance Trainer (NGS-Kg Cham)



**SOK KIMHEANG**  
FFE Senior Trainer



**STEVEN PRIGENT**  
Research Adviser (IML)

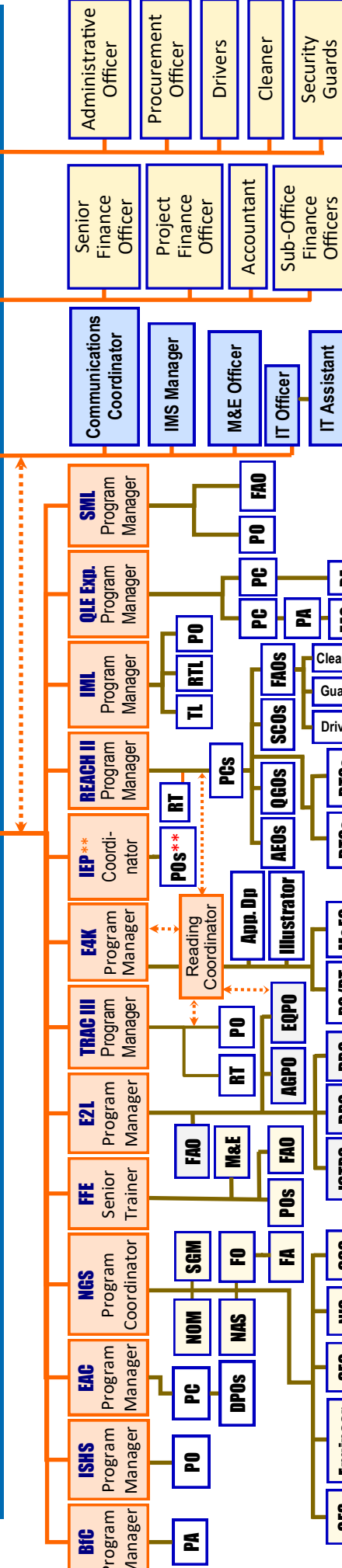
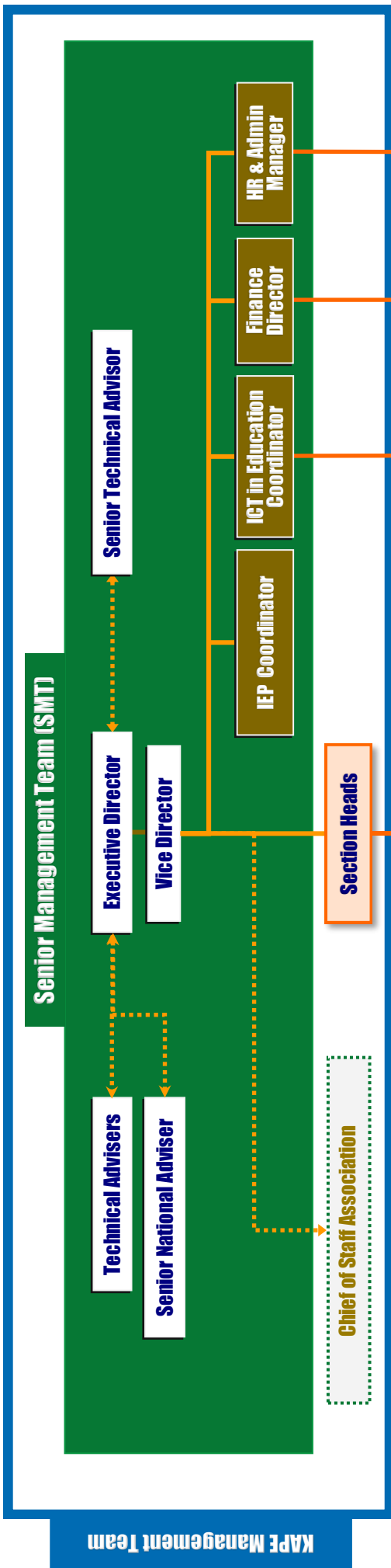


**SUM VANNAK**  
Publishing Manager (TTO)\*\*\*



**TOM TITONA**  
SML Program Manager

\*\*\* **Note:** Thun Thean Obrum (TTO) is an autonomous social enterprise affiliated with KAPE.



**KAPE ORGANIZATION CHART 2017**

**DTOS** District Technical Officers

**EZL** Easy2Learn

**EAK** E-Book for Khmer

**EAC** Educate A Child

**EQPO** Education Quality PO

**FAO** Finance-Admin Officer

**FO** Finance Officer

**GES** General Education Specialist

**ICT in ES** Information Communications in Education Specialist

**ICTPO** Informatic Communications Technology in Education PO

**IEP** Inclusive Education Program

**ISHS** Improved School Health Services Project

**Access+Parent Engage't Officers**

**Access & Governance PO**

**App. Dp** Application Developer

**AS** Assistant

**Books for Cambodia**

**BSI** Beacon School Initiative

**CCO** Career Counseling Officer

**DPO** District-based Program Officer

**SA**

**SEA**

**PO** Program Officer

**QLE EXP.** Quality Learning Environment Expansion

**REACH II** Reinforcing Education Access with Community Health

**RTL** Reading Trainer

**RTL** Research Team Leader

**SA** School Animators (2)

**SCOS** Senior Community Officers (CIA)

**SEA** Science Education Assistant

**SEO** Science Education Officer

**SGM** School Governance Mentors (2)

**SML** School Management and Leadership Team Leader

**TRAC III** Total Reading Approach for Children III

**KLS M&EO** Khmer Language Specialist Monitoring & Evaluation Program Officer (MIS)

**M&ES/RT** Monitoring & Evaluation Specialist/Reading Trainer

**NAS** NGS Adviser (ICT in Education)

**NGS** New Generation School

**NIO** NGS in ICT Officer

**NOM** NGS Operations Manager

**QGOS** Quality and Governance Officers

**PA** Program Assistant

**PC** Provincial Coordinator

**PED/DCD** Primary Education Department/ Department of Curriculum Development

**Section Heads**

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

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

POS\*\* The IEP umbrella comprises the Girls' Education Initiative (GEDI), Science, Technology, Engineer and Math (STEM4WOMEN) and Cambodian Tertiary Scholarship Program (CTSP). POS\*\* here represents all officers within IEP.

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