



KAPE

Kampuchean Action for Primary Education

“Development with a Human Face”



Kampuchean Action for Primary Education ANNUAL REPORT

2009 - 10

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Note from the Executive Director



We at KAPE are happy to present this Annual Report that summarizes our general operations for the 2010 Fiscal Year. This has been a great year for KAPE and indeed it has been our most successful year ever. This year, we welcomed 40 new staff to the agency, including 15 women and three Chams. KAPE has also increased the number of currently implemented projects from 8 to 12, and has completed project identification for five more that will come on line in FY2011. So, it has been a very exciting year for KAPE.

We have worked hard to improve our advocacy for beneficiaries, not only in Kampong Cham, but in all the other provinces where we are now working. We welcomed a new province, Siem Reap, into our programming at the beginning of the new school year. We have also been very active in sharing our knowledge and experience and, with support from UNICEF, had the wonderful opportunity to host a group of 15 educators from Bangladesh who came to observe our Child Friendly School Programming.

We have prepared this report to inform our donors and stakeholders about all the good work that the agency has accomplished, as well as appreciate some of the challenges it experienced, over the last year. The report provides a description of the activities and achievements of the various programs supported by KAPE, the scope and size of these programs, and the financial health of the agency.

We would like to thank our donors for their support over the last year – without you, our work would not have been possible. We look forward to continuing our good work!



*Mr. Sao Vanna
Executive Director*

An Overview



The end of this fiscal year marks the beginning of the second decade of KAPE operations! The year evidenced several new directions and saw new records for funding, staffing, and programming scope. This past year, KAPE provided support to 276 primary schools and 63 secondary schools, across five provinces. Notably, KAPE's support to secondary schools has undertaken a dramatic expansion. KAPE now works in multiple provinces, which marks its transformation from a one-province agency to a regional one. We now have operations in five provinces: **Kampong Cham** (KAPE's core programming area), **Kratie**, **Mondul Kiri**, **Prey Veng**, and **Siem Reap**. Most of these provinces are located in the eastern part of the country, ensuring that programming continues to be contiguous.

Total funding during the year exceeded \$1 million for the first time in KAPE's history. USAID's emphasis on localizing educational development efforts has greatly worked to

KAPE's advantage leading to more technical assistance for the agency to undertake extensive institutional building. As a result, Internal control systems and operational capacity have been greatly enhanced. The stage is now set for KAPE to play a much more prominent role in educational development in Cambodia!

Projects

1. Improved Basic Education in Cambodia (IBEC)**
2. Children's Empowerment through Education Services (CHES)
3. School Feeding Program and Take Home Rations (SFP)
4. Child Friendly Schools Development Project (CFSD)
5. Rewrite the Future (RtF)
6. Cambodian Parliament School Outreach Project (CPSOP)*

Inclusive Education Program

7. Girls' Education Initiative (GEI)
8. Minority Outreach in Education (MORE)
9. Phnong Education Initiative (PEI) *
10. Program to Enhance Capacity and Social Accountability (PECSA)
11. Sports Diplomacy Project (SDP)
12. Community Engagement in Quality Education (CEQE)

*New Projects during FY2010

This year, KAPE had a total of twelve projects in operation. KAPE procured funding for five new projects starting FY2010, including the *Improved Basic Education in Cambodia Project (IBEC)*, the *Cambodian Parliament School Outreach Program (CPSOP)* and the *Phnong Education Initiative (PEI)*. The award of the IBEC Project was particularly good news, as this project enabled KAPE to continue the groundbreaking work that was started under two previous projects: *Educational Support to Children in Underserved Populations (ESCUP) Project* and the *Schools for Life Project*.

A Glance into 2011...

KAPE's project development advocacy continued in FY2010 in anticipation of the completion of three projects in FY2011. In this respect, CFSD, CHES, and CPSOP will all end during the next fiscal year. However, KAPE has been able to procure funding for at least four, and possibly five, new projects.

Project	Expected Start Date
Cambodian Tertiary Scholarship Program	September 2010
School Dropout Prevention Pilot	October 2010
Schools Enabling Life-long Skills	October 2010
Beacon School Initiative	January 2011
Schools for Excellence II	June 2011

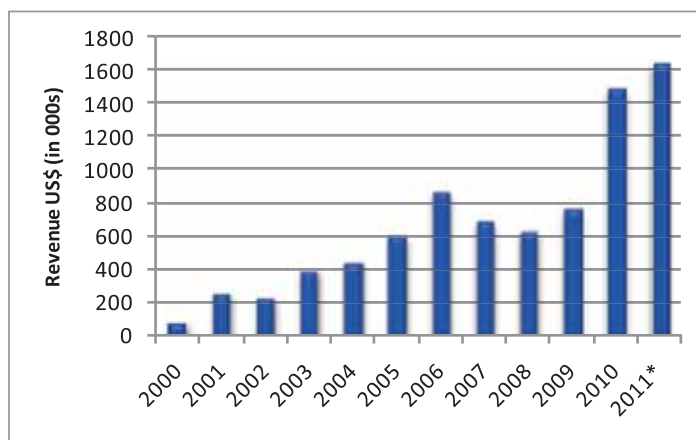
Definite commitments are now in place for SDPP, SELLS, BSI and CTSP. SDPP will rank as KAPE's biggest project ever, The award of SDPP and IBEC will mean that KAPE's size will increase by about three times its size in FY2009 level.

Highlights: Finances & Donors

Cash Assets and Expenditure

Description	Amount (US\$)
New Revenues FY10	1,485,339.18
Balance Forward from FY09	115,956.55
Interest Income	1,062.83
Agency Reserves**	23,134.75
Available Assets in FY10	1,625,493.31
Total Expenditure	1,392,392.97

Fund Receipt Trend



Fund Utilization Rate 87%

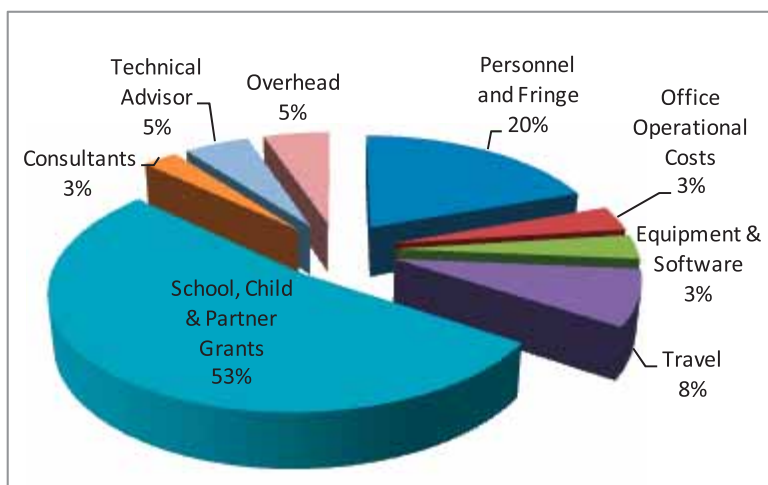
*Known amount pledged/committed as of the end of FY2010

**Not included in calculation of Fund Utilization Rate

New Revenues

Donor	Amount (US\$)
World Ed/USAID	684,478.73
Winrock International/US Dept of Labor	259,843.78
Centro Italiano aiuti d'Infanzia (Ciai)/European Union	148,743.00
Save the Children/Australia	134,399.95
The Asia Foundation (Tertiary Ed)	50,000.00
Save the Children/Sweden	45,200.99
American Jewish World Service	29,750.00
Terre des Hommes	28,665.49
Aflatoun/Barclay's Bank	21,425.00
World Education/ Sports Diplomacy	19,885.00
UN Development Program	15,804.05
The Asia Foundation/PECSA	14,354.73
UNICEF	10,466.45
NGO Education Partnership-World Bank	9,980.01
Lotus Outreach	7,717.00
Give2Asia	4,625.00
Voluntary Service Overseas	In-kind Support
World Food Program	In-kind Support
New Revenues Received FY2010	1,485,339.18

How was the \$ spent?*



*Percentage of Total Expenditure

Note of Appreciation

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

Thank you!

Improved Basic Education in Cambodia (IBEC)

Program Profile

Donor	USAID through World Education
Direct Beneficiaries	56,201 primary school students 38,877 secondary school students
	<i>Total Beneficiaries: 95,078</i>
Budget Received FY2010	US\$684,479
Unit Cost per Beneficiary	US\$7.20 per child
Districts Covered	31 Districts in 3 Provinces
Target Primary Schools	133 Schools
Target Secondary Schools	56 Schools
Start Date	October 2009
End Date	September 2014

Project Update

The end of FY2010 signified the completion of the first year of implementation of the Improved Basic Education in Cambodia Project for IBEC. KAPE is the main local implementer in IBEC, which is implemented in collaboration with World Education, as prime contractor with USAID. Because the project started at the same time as the school year (October 2009), there was a real danger that the first year would focus primarily on start-up procedures and provide little support to children, having missed the window of opportunity defined by the Cambodian School Year (October-July). Fortunately, the existing field network already developed by KAPE and its other local partners in two of the three target provinces (i.e., Kampong Cham and Kratie) meant that the project was able to provide significant support to schools during the fiscal year. In this respect, World Education and KAPE were able to identify 133 primary schools and 56 secondary schools that began to receive grant support starting from November 2009. In all, \$130,975 was disbursed directly to schools during the year as part of locally determined programming. An additional \$71,224 was spent on scholarships for poor children, workshops, child-to-child support networks and other technical inputs. KAPE also disbursed \$99,115 to other local partner agencies to implement life skills education and scholarships in geographical areas for which they are responsible. The project had a reasonably successful year and achieved 83% of its performance standards.

IBEC 's four Technical Components

1. **Capacity-building for LNGOs and Local Government**
2. **More Equitable School Access**
3. **Improved School Management and Community Engagement**
4. **Improved Educational Relevance**

KAPE fields teams to animate activities in Components 2, 3, and 4 while World Education oversees implementation of Component 1. Component 1 focuses heavily on building the institutional capacity of KAPE as a local organization so that it can eventually receive funds directly from USAID. The IBEC project is KAPE's largest project and provides holistic development support to many schools including scholarships for poor children, remedial assistance for children with special learning needs, library development, teacher training, life skills education, child-to-child help networks, children's councils, girls' counselors, and infrastructure support.



Primary School Scholarship distribution in Kampong Cham Province

Program Impact

Table 1.1: Status of All Year 1 Output Indicators

Component	Total Indicators	Performance Standards Achieved	Achieved as a %	Not Achieved	Post-poned or Cancelled
LNGO & Gov't Capacity-building	9	7	78%	--	2
More Equitable School Access	22	20	91%	2	--
School Management	8	5	63%	2	1
Improved Relevance	15	13	87%	1	1
Total	54	45	83%	5	4

Snapshots



Major Progress with IT Access: Students in Siem Reap use a computer lab in a recently renovated classroom

Success Story: Building a New Future for Rural Children



Local villagers building an Intermediate Classroom

In Kratie Province, there is a remote village where 115 families reside. According to statistics provided by the village head, there were 80 to 100 children aged from 8 to 15 living in this village with no access to school. Most had never attended school before. Under IBEC, an Intermediate Classroom (ICR), i.e. a makeshift classroom, has been constructed in the village. This ICR has been funded with support from USAID but also with an important contribution from the community, mainly in the form of labor and some materials.

Mr. Keo Heng, the village chief, mentioned that the community people have always dreamed of having a school for their children that was close, but for a very long time this remained only that, a dream. With advocacy from its Commune Council, the village contacted KAPE about building an ICR for its community. It is hoped that the educational impact of this ICR on the local community will be strong, since it is estimated that 90% of the local population is not literate. Mr. Heng indicated that with the recruitment of a Community Teacher (also supported by IBEC) to teach at the school, there are about 70 children ready to start learning at the new school.



Village children who will benefit from this ICR and their Community Teacher

Mr. Korng Samath, the Cluster Director, stated that the people in this community are very happy with the support from IBEC to make this extension of educational services possible in their village. They hope it will lead to even more improved educational services in the future.



Producing Plans: School Administrators, Teachers, and Community Representatives participate in a Budget Planning exercise to allocate funds within the school.



Schools Helping Families: A scholarship recipient receives chickens as part of an income generation scheme linked to life skills education.

Children's Empowerment through Educational Services (CHES)

Program Profile

Donor	US Dept of Labor through Winrock International
Direct Beneficiaries	1318 primary school students (Girls 698) 405 secondary school students (Girls 213) 350 At-risk girls in secondary school 251 Non-formal education students (Girls 126) <i>Total Beneficiaries: 2324 (Girls 1387)</i>
Budget Received FY2010	US\$ 259,844
Unit Cost per Beneficiary	US\$112 per child
Provinces Covered	2 (Kampong Cham, Prey Veng)
Target Primary Schools	39 Schools
Target Secondary Schools	15 Schools
Start Date	July 2009
End Date	June 2011

CORE GOALS

The purpose of CHES is to withdraw children from the Worst Forms of Child Labor (WFCL) and prevent them from entering such labor by supporting education programming that is relevant to their special needs. The project uses the following strategies to achieve these aims:

- Scholarship support to keep withdrawn children who are re-enrolled in school
- Re-entry programming to help out-of-school children enroll in school
- Literacy classes
- Vocational training for those who are too old to go back to school

The project also mobilizes communities by organizing Child Labor Monitoring Committees (CLMCs) at commune level to monitor or identify child laborers or those in danger of leaving school to enter WFCL..



A young boy previously engaged in child labor gets a certificate for completing a vocational training course in motorcycle repair. He will also receive material and technical support from CHES to set up a small enterprise to help his family earn income



A family of a child in Kampong Cham who was re-enrolled into school under the School Re-entry Program gets assistance in setting up a fish-raising pond. These incentives ensure that school re-entry efforts can be sustained by the family.



Child Labor Monitoring Committee checking on a scholarship beneficiary in primary school

“Sustainable approaches to prevent the worst forms of child labor.”

Challenges

CHES has been very successful not only in withdrawing children from the worst forms of child labor but also in retaining them in the interventions that seek to assist them. The overall retention rate for interventions is 92% and different interventions range in their retention from 79% for Non-Formal Education (NFE) and Vocational Training to 96% for secondary school scholarships. Nevertheless, the migration of families out of target areas and the intense poverty of many households that depend very heavily on the labor generated by their children’s labor continue to be serious issues that undermine retention in programming services

Channary’s Story

Channary is 18 years old and lives in Kampong Cham. She used to work in a cassava farm for about 10 hours a day. Her parents had no land of their own, and worked to sell vegetable produce that they bought from local farmers. Channary dropped out of primary school when she was 15 years old and started to work in the fields to help her family



Channary (back) working at her stall. Pictured here with her assistant.

earn income. The local Child Labor Monitoring Committee that was set up with the support of CHES identified Channary for project assistance. The project enrolled her in an Adult Literacy Course so that she would qualify for assistance for a small enterprise grant. When she completed the non-formal education (NFE) course, she was provided with a sewing machine and technical assistance to run a small business. Now, Channary rents a small stall and has an assistant to help her run her sewing business. Channary believes that, with help from the CHES Project, she now has a much better quality of life than when she was working in the cassava fields.

Program Impact

The CHES Program is implemented in four provinces of which KAPE is responsible for two (Kampong Cham and Prey Veng). In that respect, KAPE’s program supports 2,324 **direct** beneficiaries. Beneficiaries receive scholarships at both primary and secondary school level, life skills and livelihoods programming, re-entry interventions, adult literacy, vocational training and support for starting small enterprises. The project also supported the formation of Child Youth Clubs (CYCs) as a peer advocacy mechanism to complement the work of CLMCs. Another successful intervention supported by CHES includes support to the families of withdrawn child laborers with income producing activities at home, such as fish-raising, to help replace the income their children forego as a result of re-entering school. These interventions act as a strong incentive for parents to support project interventions to remove children from the Worst Forms of Child Labor. Beneficiary numbers are provided in the table below.

Area of Intervention	Total Beneficiaries	Female Beneficiaries	Total Retention
Education Support for Withdrawn Laborers (Ages 6-14)	806	410	714 89%
Adult Literacy & Vocational Training (Ages 15-17)	251	126	202 80%
Education Support for At-Risk Children (Ages 6-14)	917	501	883 96%
Scholarship Support for At-Risk Girls Transitioning to Secondary School (Ages 12-14)	350	350	335 96%
Total	2,324	1,387	2,134 92%

School Feeding Program (SFP) Take Home Rations Program (THR)

Program Profile

Donor	World Food Program (WFP)
Direct Beneficiaries	SFP: 55,179 students (27,356 girls) THR: 3,082 students (2,082 girls)
In-kind Support FY2010**	SFP: US\$772,506 THR: US\$422,481 Total: US\$1,194,987
Unit Cost per Beneficiary	SFP: \$14 per child THR: \$137 per child
Districts Covered	5 Districts
Target Primary Schools	134 Schools
Start Date	October 2002
End Date	June 2016

**The data represents the product of the number of direct beneficiaries and the unit cost, for each of the respective programs.

KAPE continued to work with its long time partner World Food Program to implement two access-oriented programs in the education sector. These include the School Feeding Program, which provides hot breakfasts to all children in targeted schools located in very poor areas, and the Take Home Rations Program. Unlike SFP, THR is means-tested and is provided only to the most vulnerable children.

Take Home Rations Program

In more recent years, WFP has used the means-tested scholarship program implemented by KAPE as a mechanism through which to distribute monthly take home rations to vulnerable children, particularly girls. These rations consist of rice, oil, and other important foodstuffs needed by poor families. Now, WFP also coordinates closely with the government's efforts to provide 'poverty cards' to poor families in order to more easily identify economically vulnerable families. During the current year, THR assistance was extended to 3,082 children (68% of whom are girls). Beneficiary numbers under THR have recovered somewhat since last year when there was a steep drop in assistance. Beneficiary numbers have increased slightly from 2,968 in FY2009 to 3,082 or an increase of about 4%. Last year, numbers had dropped by 34%.



Students show their Government-issued poverty cards as the basis for receiving their rations.

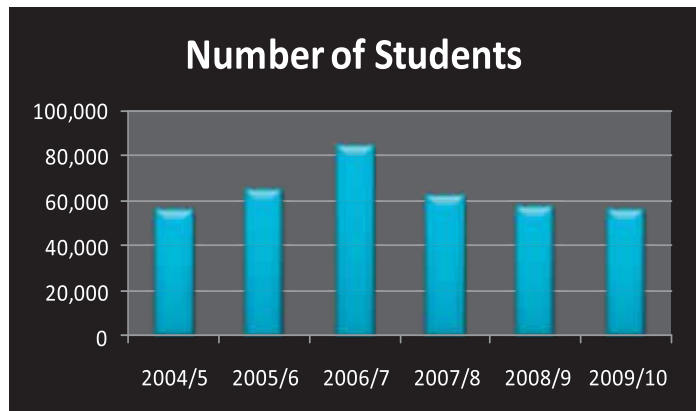


Vulnerable children taking home their rations.

“Healthy bodies support healthy minds.”

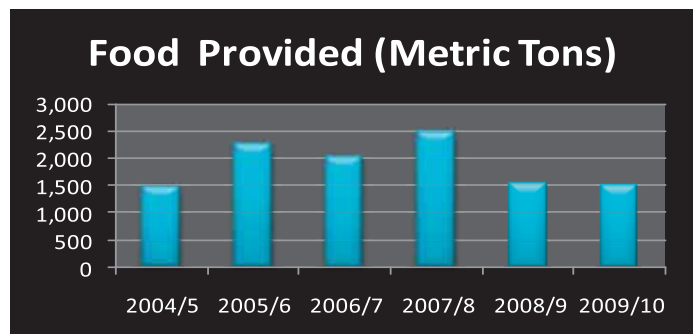
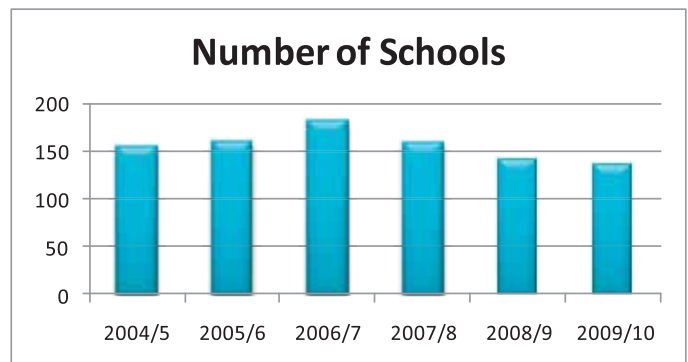


School Feeding Program: A school teacher provides school breakfast to local children.



School Feeding Program

The School Feeding Program is one of KAPE’s longest running programs and completed its tenth year of operation in FY2010 with negotiations in progress for a five-year extension. Although the program has contracted somewhat since its height in 2006 (when 84,000 children were being served), it still remains very popular with local education officials and communities (see charts on the right). In FY2010, the number of supported schools under the School Feeding Program dropped from 140 last year to 134 in FY2010. The contraction largely reflects diminishing resources and the effects of the financial crisis that started at the end of 2008. SFP serves a variety of purposes including improving children’s nutrition, stopping morning hunger, and increasing attendance rates. Food provided by the World Food Program (WFP) is prepared in the form of hot meals that consist of rice soup and fish each morning. School vegetable gardens cultivated by schools and communities help to ensure that vegetables are also included in the mix.



Challenges



Intensive aquaculture at a target school to sustain the use of fish in the School Feeding Program.

Given the long-running nature of both SFP and THR, WFP has been looking for a means to increase sustainability of project inputs and decrease the schools’ reliance on WFP. KAPE is assisting in this regard by linking school breakfasts with its agricultural life skills programming, particularly as this relates to vegetable cultivation and fish-raising. Using alternative funds, KAPE has started to pilot large-scale fish raising in some schools to determine whether this could reduce the need for canned fish, which is procured by WFP at great cost. The results of these pilots will be reviewed next year.

Child Friendly School Development Project (CFSD)

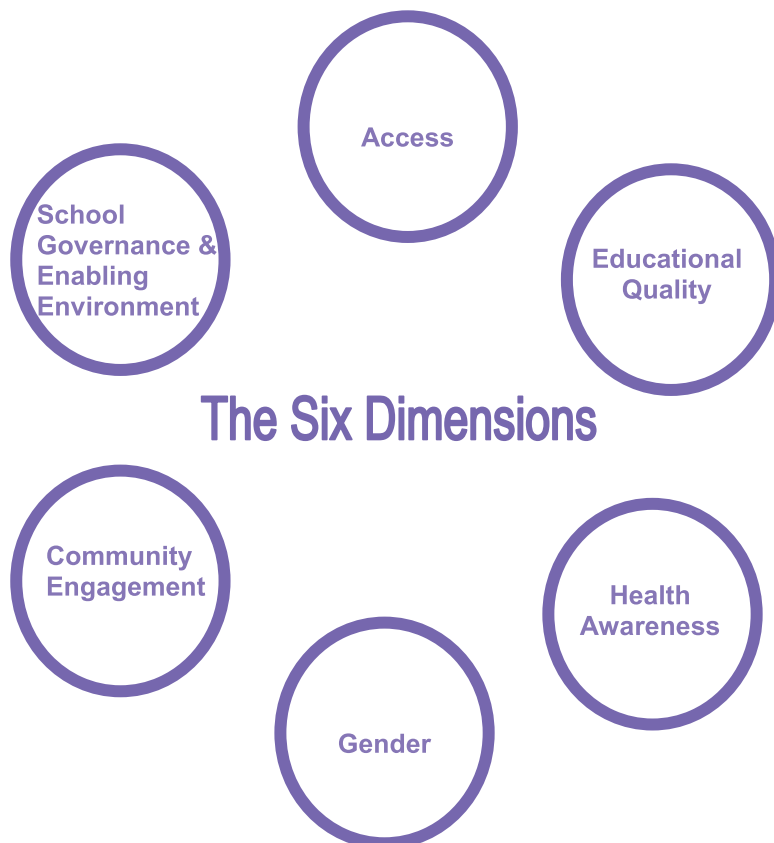
Program Profile

Donor	Centro Italiano Aiuti d'Infanzia (Ciai), European Union
Direct Beneficiaries	11,770 Primary schools students (Girls 5500) 272 Teachers (Female 134)
Budget Received FY2010	US\$148,743
Unit Cost per Beneficiary	US\$ 12.64 per child
Districts Covered	5 (in Kampong Cham Province)
Target Primary Schools	30 Schools
Start Date	July 2007
End Date	December 2010

The CFSD Project puts all targets schools on a three-year development cycle. The project begins collaboration with a set of schools each year: Stream 1 was undertaken by Ciai only. KAPE began implementation with Stream 2 (20 schools) in July 2007. Stream 3 (30 schools) will finish their cycle in December 2010.



Cultural Life Skills class in a CFSD supported school



- #### Six Dimensions of Child Friendly Schools
- Access:** improved access, attendance and retention in Primary School
 - Educational Quality:** through appropriate teacher training and availability of learning materials
 - Health Awareness:** including personal hygiene and sanitation
 - Gender:** improved awareness of the issues of gender balance and equality
 - Community Engagement:** increased involvement of children, parents and community members in school activities
 - School Governance and Enabling Environment:** improved and supportive management capacity.

“Supporting holistic development by looking at all aspects of children’s learning environment.”

Overview

The Child Friendly Schools Development Project is the follow-on of the original Child Friendly Schools pilot that KAPE had developed in collaboration with the Ministry of Education Youth and Sport (MoEYS) and UNICEF. The approach of the Child Friendly Schools Development Project (CFSD) is very much in line with the approach of the MoEYS Child Friendly Schools Policy.

CFSD is implemented jointly in two provinces with a partner agency called Centro Italiano d’aiuti Infanzia (Ciai). KAPE is responsible for implementation in four districts in Kampong Cham Province while Ciai is responsible for Phnom Penh.



Children using recently upgraded school library



Girls working together in a homework club

Snapshots



A teacher works on a learning task with a remedial group of children



Teachers collaborating during a lesson planning workshop

Program Update

The Child Friendly Schools Development Project is the follow-on of the original Child Friendly Schools (CFS) pilot that KAPE had developed in collaboration with the Ministry of Education Youth and Sport (MoEYS) and UNICEF. During the 2010 year, the project was in its final full academic school year, with only the thirty Stream 3 schools remaining in Kampong Cham.

Whilst activities continued to be carried out under all 6 dimensions of the CFS policy, gradually more emphasis was devoted to assisting schools to anticipate ways in which they can maintain their Child-Friendly status after project support ends in December 2010. The project also focused on strengthening school support mechanisms such as Technical Support Groups and Children’s Councils. In addition, schools were encouraged to continue to involve community in both the development and implementation of school development plans.

In all, \$58,810 was disbursed directly to schools during the year as part of locally determined programming. This included activities such as Life skills, Community Campaigns, minor construction, provision of remediation classes and \$11,510 spent on scholarships for poor children. An additional \$30,622 was spent on workshops and other technical inputs.



Time to frolic! Children enjoy spending time at the playground built as a part of KAPE’s CFSD project

Program Profile

Donor	Save the Children-Australia (SCA)
Direct Beneficiaries	Primary School Students: 2,059 (Girls 1,038) Teachers: 49 (Female 16)
Indirect Beneficiaries	7,175 (parents, government officials)
Budget Received FY2010	US\$ 134,400
Unit Cost per Direct Beneficiary	US\$63.76
Districts Covered	1 District
Target Primary Schools	8 Schools
Target Secondary Schools	1 School
Start Date	July 2009
End Date	June 2012

The RtF Project focuses on increasing management, access and quality of basic education as well as building capacity to improve school management. These goals are consistent with the overall development framework of Ministry of Education Youth and Sport (MoEYS), and embodied in its Child Friendly School Policy.

Key Elements of RtF Program's technical approach:

- Rights-based Implementation
- Empowerment
- Local Ownership
- Institutionally Sustainable Implementation Frameworks

Overview

RtF aims to improve educational services to target children. To that end, the program employs the use of school grants, a working group structure that is locally based and inter-sectoral in scope, the development of activity menus to ensure stakeholder choice in program design, and rights-based planning. A large number of program activities are discretionary, based on grant proposals prepared by each school and/or cluster in target areas. These are some of RtF's core activities:

- Developing *annual improvement plans* at both school and cluster levels.
- *School Mapping and Scholarship Support for Poor Children*
- *Child to Child Support*, focusing on children helping children
- *Remedial Support for Learners with Special Needs*
- *Support for Local Teacher Supervision Systems*, to ensure continuous support for improved teacher practice.
- *Foundational Teacher Training*, to ensure that teachers have the required technical input to change their classroom practice.
- *Leadership Training for Directors and Communities*, to ensure that stakeholders have the necessary management skills to oversee grant funds effectively.
- *Health Education and Referrals*, to ensure that children with serious health problems receive immediate treatment.
- Life skills Education



Learning about elections: A children's council selects its officers.



Connecting lessons: Children link a math lesson in units of measurement to fish-raising activities.

Impact and Challenges

The broad-based approach of the RtF Project using KAPE’s standard stakeholder-driven development approach has yielded some dramatic results during the first year of project implementation. In this respect, dropout across target schools is down by 50% and repetition rates are down by 33%. The project was able to re-enroll 61 children who were out of school, or about 24% of those identified. Of the 144 children with special learning needs identified by the project, 66% passed the year with special help through village-based remediation programs.

The main difficulties in the project, as in many development projects, continues to be variable levels of motivation and professionalism among school directors and teachers. This situation is made all the more difficult by low levels of salary for teachers and severe teacher shortages in the target areas.

Snapshots

Children participating in the classrooms



Child to child Mentorship: Learning to help others means learning about compassion for oneself.



Success Story: Health Referral for Better Hearing



Hea gets treatment at an ear clinic

Health referral support is one of the activities in the Rewrite the Future project. As part of the project, 59 children with health problems and disabilities were sent for treatment to hospitals in Phnom Penh and Seam Reap and 271 received local medical support.

One of the children identified for this assistance was Hea, a 13 year-old girl who has been studying in Grade 2 in

Dambae District, Kampong Cham Province. Hea has had auditory problems for 3 years. As a result she was frequently absent from school and fell behind in her studies and came to be seen as a slow learner. In 2010, RtF project staff disseminated health referral information to target schools. It was through this referral network that Moa was able to receive treatment from an ear doctor.

Nowadays, Moa is very happy when she goes to study and is no longer absent from school. She tries very hard to study and has not only been able to catch up on the work that she missed, but has come to be seen as one of the cleverest students in her class. Her parents are now very pleased with the progress their daughter has made. They used to think that she was not very clever and could not do well in school, but now they have changed their minds. Her parents said, “We promise that we will continue to support and encourage her until she has completed upper secondary school.”



Learning practical skills: Fish-raising life skills class



A mushroom-growing life skills class

Cambodian Parliament School Outreach Program (CPSOP)

Program Profile

Donor	United Nations' Development Program (UNDP)
Direct Beneficiaries	230 Beneficiaries (Girls 113, Teachers 16)
Budget Received FY2010	US\$15,794
Unit Cost per Beneficiary*	US\$ 86
Provinces Covered	9 Provinces
Target Schools	14 Secondary schools 1 Tertiary Institution
Start Date	February 2010
End Date	January 2011

*Based on Total Project Budget and not Received Budget in FY2010

The Cambodian Parliament School Outreach Project is a program, which organizes visits to Parliament (both the National Assembly and the Senate) by secondary school students in order to promote awareness of rules of laws and practices of Cambodia. The project seeks to help youth in both remote and urban areas to ensure that they understand clearly the rules and duties of the legislature, executive and judiciary.



Learning Tour: Students start their tour of the citadel of Cambodian democracy with explanations from members of the General Secretariat.

Project Update

KAPE has implemented CPSOP by collaborating closely with the Technical Coordination Secretariat of the Cambodian Parliament, the Ministry of Education Youth and Sport (MoEYS), and other relevant departments. Support was also offered by the General Secretariats of both the National Assembly and Senate. As such, activities implemented by KAPE were carried out smoothly and successfully.

The project organized five parliamentary visits during the year covering 14 Lower Secondary Schools and one college in nine provinces, spread throughout the country. This included 230 participants. The provinces selected to participate included Prey Veng, Svay Rieng, Steung Trang, Ratanakiri, Kampong Speu, Takeo, and Battambang.

Learning by Asking: Students have a chance to learn about the Parliament by directing questions to the representatives in the Assembly



Students in front of the Parliament Building after their visit

Impact

Measure of Impact	Original Outputs	Actual Outputs	Actual Outputs as a % of Projected Outputs
Numbers of Beneficiaries in program	Between 540-675	230	43%
Number of girl participants	Minimum 50%	49%	98%
Number of provinces to be assisted	Minimum 12	9	75%
Number of provinces from which ethnic and other minority children live	Minimum 3	3	100%
Number of children from rural backgrounds	Minimum 50%	≈ 75%	150%
Number of schools/institutions involved	36-45	15	42%
Number of visits to Parliament	15	5	33%
Number of orientation sessions (KAPE managed)	15	5	33%
Number of follow-up sessions (school based)	36-45	15	42%

The scope of project implementation was greatly scaled back due to budgetary constraints as well as scheduling challenges. In this respect, it is important to note that a shortfall in funding, required an amendment in the contract that reduced budgetary support by about 42% (i.e., from \$34,226 to \$19,755). Against the backdrop of reduced budgetary resources, CPSOP achieved about 43% of the original participant target, 75% of the provinces to be targeted, and 42% of the schools to be covered. Nevertheless, the project achieved targets relating to gender parity, coverage of minority areas, and rural participation. The table above is a summary of the actual outputs achieved by the project against those originally proposed.

Challenges

Beneficiary numbers did not reach the original target agreed with UNDP due to constraints in funding and time. The project underestimated the logistical difficulties in organizing so many students in so many schools that were very far apart. For some students from remote areas, both the teachers and students were overwhelmed by the experience and did not have many questions to ask. KAPE found, however, that many of

the students from its long-term supported schools with well-established clubs were much more inquisitive and thoughtful during the visits, demonstrating the effectiveness of the work done in Student Council programming.

Sophal's Story

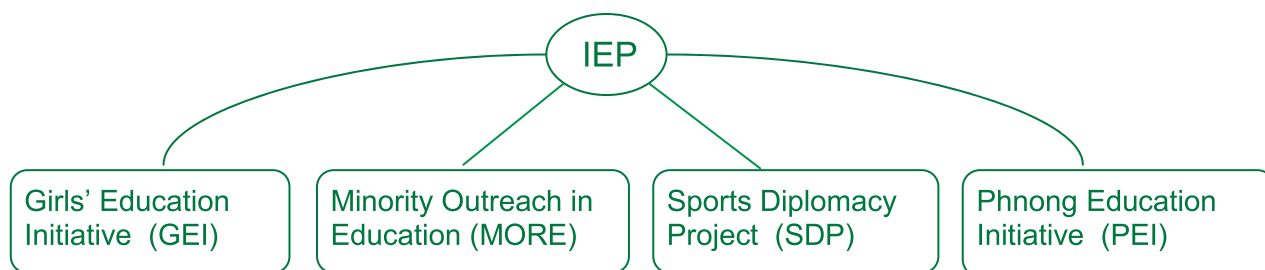


Sophal asks a question to Members of the Parliament about how to seek justice.

Sophal is a high school student and this was her first time to ever visit the Parliament Building in Phnom Penh. But in spite of her inexperience, she was an active questioner during her visit to the National Assembly. She mentioned that some people in her community had lost their land and she was wondering how people can contact their representatives to seek assistance. For a young person who has never seen Parliament except on TV, this was a very brave question.

Sophal said that 'now she understands how laws are made and how Parliament may be able to be more involved in solving some of the problems in her community.

Inclusive Education Program (IEP)



	GEI	MORE/ SDP	PEI
Donor	AJWS, Terre des Hommes, Asia Foundation-Give2Asia, Andy Hill Foundation	Save the Children -Sweden	Lotus Outreach
Budget	US\$75,431	US\$45,201	US\$7,943
Beneficiaries	1,985	2,897 (1,349 Girls)	51 (36 Girls)
Number of Schools	32 Primary & Secondary Schools 4 Tertiary Institutions	6 State Primary Schools 6 Cham Schools	2 Secondary Schools 1 PTTC
Unit Cost Per Beneficiary	\$38/beneficiary	\$16/beneficiary	\$153/beneficiary
Start Date	August 2000	January 2009	January 2010
End Date	On-going	December 2014	On-going

In order to increase economies of scale and efficiency, KAPE undertook a major restructuring of its programming whereby it consolidated five smaller access-focused programs into one program called the Inclusive Education Program. IEP now has one coordinator overseeing one or two staff members who oversee each program.

GEI

Provincial Teacher Training College scholarship recipients attend a workshop. (GEI)



The Girls' Education Initiative (GEI) is the longest running and largest project under IEP. This project promotes and enhances educational opportunities for Cambodian children, especially girls living in rural areas. Interventions are holistic, and focus on long-term continuity for children throughout their schooling and into employment. KAPE-supported interventions generally target girls with little hope of continuing their education after the completion of primary school, mainly due to financial reasons. GEI consists of several sub-activities including,

- (i) Girls' Lower Secondary School Scholarships
- (ii) Girls' Upper Secondary School Scholarships
- (iii) Vocational Training Scholarships for Girls deciding not continue to Grade 10
- (iv) Scholarships for Girls Entering the Provincial Teacher Training College or other tertiary institution
- (v) Basic Life Skills to Promote Transition from Primary to Secondary School.

Impact & Challenges

GEI funded 248 scholarships at lower secondary school level, 208 scholarships at upper secondary, and 54 scholarships for beneficiaries at tertiary level, mainly those studying to be teachers but also nurses and agricultural specialists. The project works in 32 schools in all in addition to the Provincial Teacher Training College. Dropout rates among beneficiaries were low and the project demonstrated a **91%** retention rate. GEI also provided career counseling to 2,252 boys and girls so that they can make informed decisions in the future. GEI has been successful at maintaining a wide array of activities in spite of a difficult funding situation. KAPE will be starting another fund raising drive to replace donors who are phasing out and improve current programming.

“Reaching out to the disadvantaged through education.”

MORE

Minority Outreach in Education (MORE) has been in operation in Kampong Cham since February 2009, funded by Save the Children Sweden. The primary minority group benefiting from the project are known as Chams who are distinct from the Khmer community both in terms of their language and religion (Islam). MORE aims to ensure Cham children enjoy the same access to educational provision as Khmer children through approaches that enhance the quality of education for children of all ethnic groups. MORE focuses on promoting cultural life skills, civic engagement, as well as increased cultural sensitivity. MORE seeks to develop sustainable models for replication of 'language and culture-friendly environments' through:

- (i) Extra-curricular, community mediated, multi-cultural education programming,
- (ii) Greater representation of Cham among state teachers
- (iii) Establishing formal links between independent Islamic schools and the state school system.

Success Story: Promoting Access through Outreach to Minority & Marginalized Populations

MORE has continued and expanded upon the work in minority engagement started under previous KAPE programming, especially with respect to its outreach programming to minority groups such as Cham Muslims. MORE supports outreach campaigns to heighten enrolment among minority groups and seeks to enhance the perception of state schools by minority communities. The project implements these goals by working with the gov-



Cham girls getting a welcome reception in the state school

ernment to increase the representation of minority teachers in local state schools through affirmative action, providing teaching assistants (i.e., Bilingual Classroom Assistants) to help Cham children understand teacher instructions in Khmer language, and valuing cultural diversity through support to school-based Cultural Centers and cultural life skills programming.

MORE: Impact & Challenges

MORE provided about \$6,000 in small grants to both state and Islamic schools to improve educational quality and increase sensitivity between different ethnic groups attending the school. For example, a large part of the grant in state schools went to support cultural centers and bilingual classroom assistants (for children who do not understand Khmer language well). Project personnel reported that dropout in supported state schools dropped by 50%, year on year. In addition, collaboration between state officials and Islamic schools have increased markedly with average scores on a standardized tool assessing minimum educational standards increasing from 31% in the baseline year to 76%.

In spite of some continuing confusion about the ethnic status of the Cham, MORE has made tremendous progress in achieving a great deal of 'buy-in' from local government and have arrested tendencies of local Cham schools to move away from the state education system.

Sports Diplomacy Project

The World Education funded Sports Diplomacy Project (SDP) provided complimentary programming to the MORE project in its aims to promote harmony between ethnic groups. The total funding provided was US\$19,885.

World Education cooperated with the US government in all of the target schools to provide sports facilities such as basketball and volleyball courts. The purpose of these facilities is to create social harmony through team work. KAPE was responsible for raising awareness of social issues such as drug use, safe migration and trafficking, and child labor, and helping to produce a leaflet.

Out-of-school youth groups, from the Cham community in Kampong Cham, held social awareness training in 15 secondary schools. 12 of these schools held official opening ceremonies which included social awareness raising activities for the community. The target schools were in 5 provinces and all in areas with mixed Khmer and Cham populations.



Drawing links between Cham language and Khmer language (MORE)



Cham teacher trainees receive their scholarship (MORE)

PEI

The Phnong Education Initiative (PEI) is a new project that began in January 2010. The project is implemented in Mondulkiri Province, a very remote province, where there is a large indigenous population of Phnong. As is done in the case of GEI, the Phnong Education Initiative is implemented by local scholarship committees in order to build local ownership and support. PEI seeks to,

- (1) Decrease the dropout rate of children from the Phnong minority in lower secondary schools
- (2) Increase Gender parity with respect to participant rates in Grade 7 to 9,
- (3) Support Phnong children to enter a two-year study program at the regional Provincial Teacher Training College in order to return to Mondolkiri as teachers and role models for other Phnong.



Phnong scholarship recipients sit in front of their new kitchen: Previously their dormitory had no cooking facilities in their . Now they will not have to make meals outside. (PEI)

Impact and Challenges

During the year, PEI provided support to 31 Phnong boys and girls to attend lower secondary school, an opportunity that they would not have had without this intervention. The scholarship provides room and board support (in a dormitory) as well as educational stationery supplies. This support is provided to two state secondary schools. PEI also provides scholarship support to 20 Phnong

students who have completed secondary education and are now studying at the Regional Teacher Training College in Stung Treng. Five of these students graduated this year and will return to Mondulkiri to act as excellent role models for other Phnong students who are struggling to complete their education.

Although the project has encountered some difficulties such as low involvement from the local District Offices of Education due to a lack of staffing, motivation levels among students are excellent with no dropout reported at any level.

PECSA Project

PECSA Donor	The Asia Foundation
Direct Beneficiaries	90 Families; 24 CEFAC Members (114 beneficiaries)
Budget Received FY2010	US\$14,355
Unit Cost per Beneficiary	US\$ 126
Districts Covered	1 (3 Communes)
Villages	15 Villages
Start Date	November 2009
End Date	June 2010

Program to Enhance Capacity in Social Accountability (PECSA) is a quick impact project funded by The Asia Foundation to reduce child labor through active involvement of key community structures such as Commune EFA Committees (CEFAC). The project was implemented as a complement to our GEI program. PECSA worked in 15 villages, focusing on the families of vulnerable families receiving scholarships. The project also focused on building the capacity of the CEFAC to monitor and evaluate the needs of vulnerable target groups in their area. The CEFAC then assisted these families to participate in life-skills and education initiatives. Altogether, the project provided assistance to 45 target families who are now engaging in family food-production successfully to supplement their income and standard of living.

Community Engagement in Quality Education (CEQE)

Program Profile

Donor	NGO Education Partnership/ World Bank
Direct Beneficiaries	3,814 (Girls: 1,764)
Budget Received FY2010	US\$ 9,983
Unit Cost per Beneficiary	US\$ 2.62
Districts Covered	1 District
Primary Schools	6 Schools
Start Date	November 2009
End Date	On-going

CEQE seeks to strengthen community engagement in state schools by building the capacity of local people to advocate for higher quality education.



Fostering Community Engagement: CEFAC and community members have a lively discussion about education.



Life Skills Education: learning how to grow vegetables

CEQE works in six primary schools in Batheay District, Kampong Cham Province using a grants approach combined with capacity-building to key stakeholders both in the community and schools to improve educational quality. The project supports a wide range of interventions including life skills education, library development, child-to-child support networks, student remediation, and children's councils. Capacity-building activities focus on

- Parents and teacher capacity building
- Community meetings and engagement
- Mentoring of teachers and students
- Follow up monitoring by community
- Life skill activities



Developing Children's Councils: Teachers work with students to organize an activity

Achievement Highlights

- The average evaluation score of teachers within the classroom was 89%, based on the standard MoEYS classroom evaluation tool.
- 83% of slow learners in the target schools, who received remediation classes were able to pass their current grade and were promoted to the next grade.
- The promotion rate of students overall was 93% (93% Female)
- The average performance score for the School Support Committee, based on a standard evaluation tool designed for the purpose was 73%.

Although student councils were only introduced recently, all of the schools were able to achieve performance scores well over 50% on a standard evaluation tool, with one school achieving 78%.

New Directions, New Challenges

As its second decade begins, it is clear that KAPE is working in a very different operating environment than was true of its first ten years of existence. While recent changes bring many benefits such as vastly increased funding and staffing, there is now a sense of heightened complexity within KAPE, as well as huge demands on the agency's management resources. KAPE will need to be innovative in finding ways to address these issues as it moves forward!

The rapid increase in KAPE's size has meant that there is a need for increased internal controls to prevent problems from occurring.



This in turn has meant that the agency is becoming more bureaucratized, which can greatly slow down the implementation of projects and increase transaction costs. KAPE has already made some progress in this area by consolidating several of its access-oriented projects into the IEP, thereby reducing some of the transaction costs and management units within the agency. The use of *semi-autonomous project structures* is another concrete strategy in addressing the need to manage complexity, that will be introduced next year. Organizational capacity building funded by IBEC is also helping KAPE to step up to the challenge.

Recently, there has been a major expansion into secondary education support. But KAPE will continue program development in primary education, which is a core area of operations.



The need to maintain focus on its core programming areas.

The need to adjust to greater regulatory control by the government with the imminent passage of the new NGO Law.



This law will require of KAPE to re-register and comply with a large number of new regulations. On the other hand, the re-registration process may actually allow some opportunities to KAPE such as a name change and new logo. Such changes would contribute to more effective efforts to communicate a coherent image for the agency through agency brochures, revised website, and project fact sheets.

Many of KAPE's large projects, current and new, will end in 2014 (e.g., IBEC, SDPP, BSI, etc.). Unless there is a continuous stream of new programming, the conclusion of these projects will leave a significant hole in KAPE's long-term commitment to increase the quality and access to education. Fortunately, KAPE has been very successful at generating new innovative programming over the last several years. There is every hope that this success can continue into the future!



The need to redouble efforts to maintain a steady flow of project development.

Meet the KAPE Management Team!



Hin Sim Huon
KAPE Vice Director
IBEC Program Manager



Sao Vanna
Executive Director



Ma Chan Sopheap
Capacity Building Manager

Agency wide



Bo Sambath
Finance Manager



Phuong Sareth
Information Management
System Manager



Alison Lane
Adviser at Large



Chuon Saran
HR & Admin Manager

Program-Specific



Hem Mary
Program Manager IEP



Men Rumdourl
Program Manager RtF



Or Phiran
Scholarship Manager
(GEI & IBEC)



Nov Maliss
Program Manager CHES



Lon Somany
Program Manager CFSD



Pich Sophoeun
SFP coordinator



Mai Sarith
CEQE Coordinator

Our Mission

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



The KAPE Staff



KAPE

Kampuchean Action for Primary Education

**C/o Provincial Teacher Training College
Kampong Cham Town, Kampong Cham Province
Cambodia**

**Mailing Address:
P.O Box 1621
Phnom Penh
Cambodia**

kape@kapekh.org | www.kapekh.org