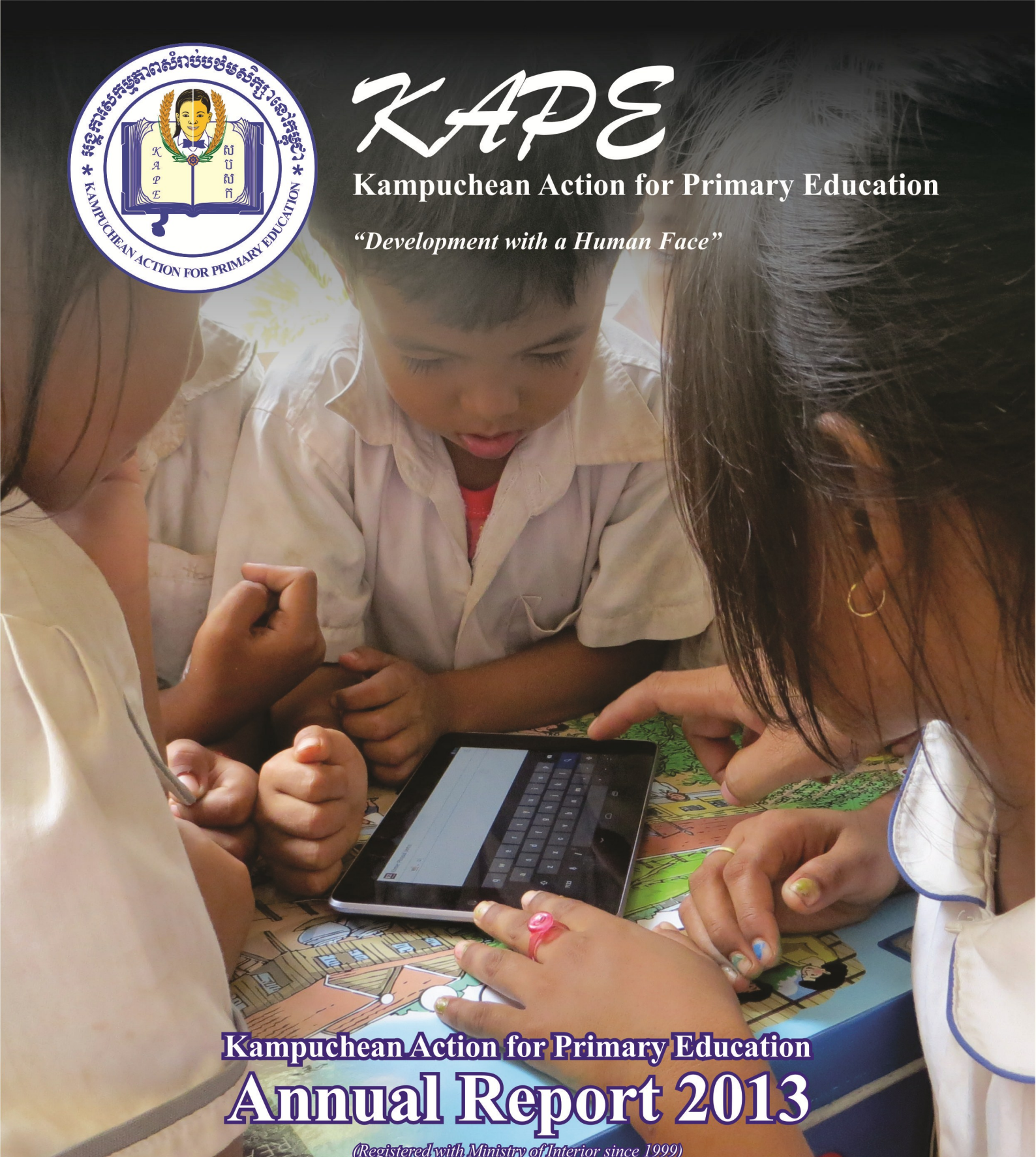




KAPDE

Kampuchean Action for Primary Education

"Development with a Human Face"



Kampuchean Action for Primary Education Annual Report 2013

(Registered with Ministry of Interior since 1999)



KAPE is a local non-profit NGO working primarily in the formal education sector in 12 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 150,000 children and several hundred teachers, at over 400 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 CORE VALUES

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

BOARD OF DIRECTORS

- | | |
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Note from the Executive Director

On Behalf of all my colleagues in KAPE, I am happy to present this latest Annual Report on our operations for the 2013 Fiscal Year.

This report covers the assistance provided by the agency for the 14 projects implemented this past year. Although new program development during the year has been challenging, KAPE has nevertheless been able to successfully resource most of its current programming while adding four new projects during the year. This includes the Total Reading Approach for Children Project (All Children Reading/World Education), Schools for Excellence Project (Classroom of Hope), the I'm Learning Project (Save the Children), and the Improved School Health Services Project (Breteau Foundation).

KAPE's largest project, the School Dropout Prevention Pilot (USAID/Creative Associates) has been extended for another 18 months, which has been very good news indeed for KAPE. The agency has also greatly increased its portfolio of short-term research projects including a major study being funded by Save the Children on the impact of Quality Learning Environments on child development and learning outcomes, as part of the I'm Learning project, a study on Phnom Penh Enrolment Trends, and a baseline study on Early Childhood Care and Development (ECCD). These opportunities allow the agency to better understand the implementation environment in Cambodia and promote evidence-based development in its programming.

KAPE also achieved several milestones this year including the launch of Cambodia's first social enterprise focused on the sustainable development of teaching and learning aids. This enterprise aims to ensure the sustained availability of reasonably priced teaching aids for schools that are not linked to any specific project. The enterprise, known as Thun Thean Seksa or TTS, has developed a large number of innovative teaching aids in Khmer language never before available to schools (www.tts-kape.org).

The agency also completed a novel infrastructure project that introduces innovative designs in school architecture in the Cambodian context. While KAPE does not traditionally invest in infrastructure projects because they are so resource intensive, the agency made an exception this year in order to develop a completely new approach to enhancing school learning environments that is comparable in cost to standard school designs. This venture was supported by a combination of public and private resources including The Flight Center, Apple Corporation, a private donor, the Oaktree Foundation, and KAPE internal resources. Finally, KAPE has had great success during the year in its advocacy for innovative programming with agency case studies now being disseminated in publications by the Australian Council for International Development (ACFID) and the Center for Educational Innovation (CEI).

KAPE would like to thank the Ministry of Education, Youth, and Sport, its development partners, and civil society associates for its close support and cooperation and looks forward to another year of continued success in promoting educational access and quality in Cambodia's education sector.



Sao Vanna
Executive Director

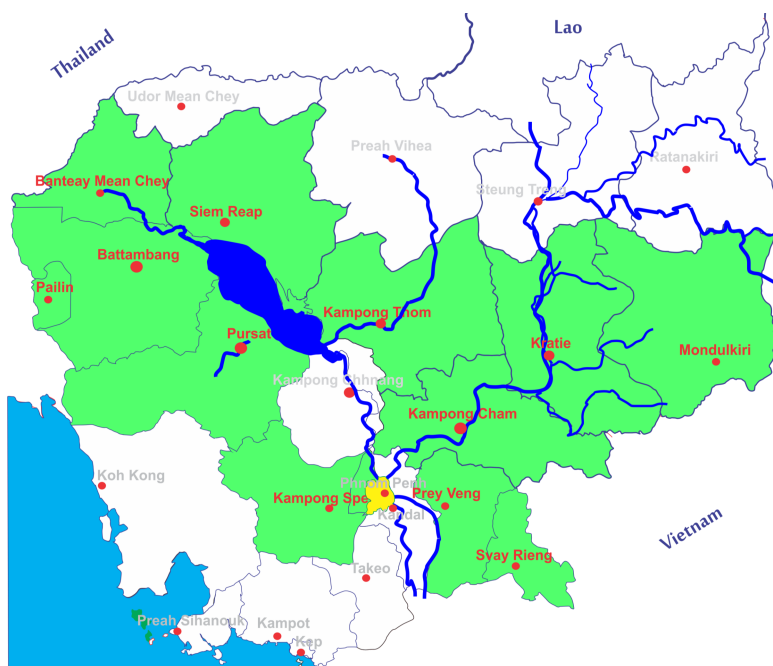
An Overview of the Year

KAPE's programming continued to show historically very high rates of program development both in terms of the number of supported projects (14 in all) as well as revenue flow, which exceeded **\$3,111,533.75**. This represents an increase in funding of **\$390,209.70** from last year's levels or an increase of **14.3%**. The agency's programming also showed great diversity with the continued implementation of a number of mega-projects, intermediate-sized projects, and small-sized projects. These projects ranged from integrated, multi-dimensional projects (e.g., *Improved Basic Education Cambodia Project*) to those more focused on key development issues such as Early Grade Reading (e.g., *Total Reading Approach for Children*) and Financial Literacy (e.g., *Aflateen*). Fund utilization rates also continued to be very strong with **84%** of revenues spent during the year and the majority of funding (**78%**) provided for services to children, schools, local partners, and educational research. In addition, the agency demonstrated increasing diversity in its funding sources with \$110,000 in funding provided during the year by the private sector including funds from *Barclay's Bank*, *Apple Corporation*, and *The Flight Center*. KAPE also has high hopes that its social enterprise operations will soon add to this flow of private funds as the enterprise becomes more mature in its operations.

An interesting milestone this year was the completion of an "Demonstration Learning Center". While KAPE does not traditionally invest in infrastructure projects because they are so resource intensive, the agency made an exception this year in order to develop a completely new approach to enhancing school learning environments that is comparable in cost to standard school designs, yet uses innovative designs in school architecture in the Cambodia context. This venture was supported by a combination of public and private funds raised through KAPE's advocacy with the private sector. KAPE has also had great success during the year in its advocacy efforts to disseminate its experiences in innovative programming with agency program case studies now being disseminated in publications by the *Australian Council for International Development (ACFID)* and the *Center for Educational Innovations* (www.educationinnovations.org).

KAPE has been pursuing even closer cooperation with the Ministry of Education, Youth, and Sport in a number of areas but mainly with respect to efforts to improve Early Grade Reading. In this regard, KAPE has worked closely during the year with the Primary Education Department and the Department of Curriculum Development to develop Reading Benchmarks based on the new readers for Grades 1 and 2. These documents will soon be reviewed by the Ministry's Textbook Review Committee for official adoption. These benchmark publications will promote continuous assessment and include references to new teaching aids developed by TTS that have also been approved by the Ministry.

Finally, the agency has also greatly increased its portfolio of short-term research projects including a major study being funded by Save the Children on Quality Learning Environments, a study on Phnom Penh Enrolment Trends, and a baseline study on Early Childhood Care and Development (ECCD) conditions. These publications can be accessed on the KAPE website (www.kapekh.org). These opportunities in research have helped KAPE to better understand the implementation environment in Cambodia and promote evidence-based development in its programming.



14 Projects in 2013

- | | |
|----------------|---|
| IBEC | Improved Basic Education in Cambodia |
| SDPP | School Dropout Prevention Pilot |
| BSI | Beacon School Initiative |
| ISHS | Improved School Health Services Project |
| GEI | Girls' Education Initiative |
| CTSP | Cambodian Tertiary Scholarship Program |
| PEI | Phnong Education Initiative |
| SELLS | Schools Enabling Life Long Skills (Aflateen & Aflatoun) |
| SfE | Schools for Excellence |
| SFP | School Feeding Program |
| REACH | Reinforcing Education Access with Community Help |
| PLP | Pro-active Learning Project |
| TRAC | Total Reading Approach for Children |
| QLE/ILP | Quality Learning Environment/ I'm Learning Project! |

Reflections & Looking Forward!



Activities in the new TRAC project include the use of learning tools towards basic literacy and numeracy.

In spite of the positive trends outlined above, KAPE is aware that it is still very vulnerable to disruptions in its funding portfolio as some development partners shift their focus from education to other sectors. This speaks mainly to the impending cessation of funding for the education sector by USAID, which will begin to take effect at the end of 2014. KAPE has been preparing for the cessation of USAID funding by accelerating its program development with an increasing shift away from mega-projects towards smaller, local projects in its core program areas (e.g., Kampong Cham). A total of nine projects were developed during the year with six successful submissions and one still pending. A number of submissions, however, were not successful or were withdrawn due to poor convergence with KAPE's Mission and Vision. A summary of program development during the year is provided in the table below.

Program Development

Project	Partners	Donor	Status	Funding Period
I'm Learning Project	Save the Children Int'l Royal Academy of Cambodia	Save the Children Int'l/ NORAD	Confirmed	2.5 years
Empowering Youth through Education	Save the Children Int'l Phnom Srey	Save the Children- Den- mark/DANIDA	Confirmed	2.5 years
School Dropout Prevention Pilot (Extension)	Creative Associates	USAID	Confirmed	20 Months
Schools for Excellence (SfE)	Children's Action for Develop- ment (CAD)	Classroom of Hope	Confirmed	3 Years
	Aide et Action	Qatar Foundation	Pending	3.5 Years
Improved School Health Ser- vices Project (ISHS)	Dept. of Health, Kampong Cham	Breteau Foundation	Confirmed	4 Years
Books for Asia	The Asia Foundation	The Asia Foundation USAID	Confirmed	2 Years
Food for Education	Catholic Relief Service World Education	US Department of Agricul- ture (USDA)	Unsuccessful	3 Years
	World Food Program		Withdrew	
SOLUTIONS	Int'l Labor Organization World Education Food & Agriculture Organization	US Department of Labor (USDOL)	Unsuccessful	4 Years
Cymru-Khmer Program	Northwest Wales Advisory & Assistance Organization	UK Lottery	Withdrew	3 Years

6 Improved Basic Education in Cambodia (IBEC)

Program Profile

Donor	USAID through World Education
Direct Beneficiaries	81,647 Primary School Students (39,277 girls) 56,405 Secondary School Students (28,470 girls) Total Beneficiaries: 138,052 (67,747 girls)
Budget Received FY2013	USD 679,463.50
Unit Cost per Beneficiary	USD 4.92
Provinces Covered	6 Provinces (Kg Cham, Kratie, Siem Reap, Svay Rieng, Prey Veng and Kampong Thom)
Districts Covered	50 Districts (16 in Kg Cham, 6 in Kratie, 10 in Siem Reap, 5 in Svay Rieng, 8 in Prey Veng and 5 in Kampong Thom)
Target Primary Schools	192 Primary Schools
Target Secondary Schools	130 Lower Secondary Schools
Start Date	October 2009
End Date	September 2014

IBEC's four Technical Components

1. **Capacity-building for LNGOs and Local Government (100% achieved Indicators)**
2. **More Equitable School Access (91% achieved Indicators)**
3. **Improved School Management and Community Engagement (88% achieved Indicators)**
4. **Improved Educational Relevance (90% achieved Indicators)**

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 one of 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.

Project Update

IBEC achieved a number of Milestones during the fiscal year. For example, the project and MoEYS agreed to begin an incremental **Rollout of the Life Skills Program**, which was successfully piloted in 2012. Although the project was not able to achieve the approval of all curriculum products during the year, it was able to get approval of 73% of 30 life skills modules, with six more modules still under consideration.

Another key event during the year was the successful **integration of school support programming into commune investment plans as a key exit strategy**. In this regard, 16 communes complied with project advocacy to provide investment funds for the support of educational activities in target areas.

The project also succeeded in helping another local partner, Buddhist Social Development Association (BSDA) to achieve its accreditation with the Committee for Cooperation in Cambodia, the national accrediting agent for NGOs in Cambodia. This achievement along with the accreditation of Kampuchean Action for Primary Education will be a lasting legacy for the project that will help build institutional staying power in the Education Sector for the continuation of many of the interventions piloted under IBEC, such as USAID has done previously in the Health Sector. In addition, IBEC organized a culminating **certification event** presided over by the MoEYS as another milestone event during the year. **Finally, it should be noted that a social enterprise ensuring a continuous flow of teaching aids to schools was also made completely independent of the project during the year.**



Life Skills Manuals: Revised Life Skills Manuals currently being reviewed by the MoEYS Textbook Review Council. Blue manuals focus on Socially Relevant Issues, green indicates Practical Livelihoods, and yellow indicates Economic Life Skills.



Promoting hands on Science: A student conducts an experiment while the teacher stands in the back ground.

Snapshots

WASH Innovations:
newly designed wash stations can accommodate 10 To 12 children at one time.



The Quest for Quality and Relevance: IBEC has made many improvements in school settings including Model Libraries (above) and Life Skills such as bicycle repair classes (below)



Program Impact

During Year 4 implementation, the IBEC Project continued to demonstrate a very high standard of performance with the achievement of 91% of its performance standards across each of the four technical components. The Work Plan approved by USAID in September 2012 includes 57 key annual benchmarks or performance standards to be achieved within Year 4 implementation. Of these, only 9% were not achieved during the year with one postponed. Even for the indicators where expectations were not fully met, the project is still on track to achieve length-of-project indicators by the end of the project in most cases. The project was also able to demonstrate impact on bottom-line impacts such as those relating to grade repetition and changes in educational relevance, though curtailing dropout has been a stubbornly difficult problem for the project to grapple with, especially at secondary school level.

Success Story:

Life Skills Education Combined with Local Outreach Inspires a Family to Keep a Child in School and Increase Household Income at the Same Time.

Chet Srey Ra is a grade 8 student studying at Sangkep Lower Secondary School in Batheay District, Kampong Cham with a scholarship from IBEC. She is from a family of five including her parents and two sisters. She is the second child in her family and lives with her parents who are suffering from HIV/AIDS. Both of them are dependent on medicine provided by Cheung Prey Hospital.

Last year, the family was able to supplement its income by receiving a pig from the *Schools Helping Families* program, that is a part of IBEC's life skills program. The assistance is part of the project's scholarship support activity for poor students. Srey Ra learned about raising pigs at school as part of her life skills courses and uses these skills to help her family raise the piglet that they received from the program. Since last year, the family now owns 11 young pigs.

Although Srey Ra comes from a very poor family. She spends a lot of time to participate in many school activities such as being a member of the student council, tutoring and studying English with the monks in the pagoda in her village in the evening. Srey Ra always gets praised from her teachers, as she tries to study hard. Recently, she got a commendation letter from her school for her diligent study. Srey Ra said "I wish to finish Grade 12 and continue to study at university. One of my teachers told me that I will be able to find a good job at a company or bank if I finish university". Her parents also committed to keep her at school because she had determination, more so than her other sisters. They believed that Srey Ra can achieve success. Srey Ra's father thanks USAID for supporting his family because they have on land for farming and hoping Srey Ra could finish school. Her family could depend on her in the future.

Activity	Beneficiaries	Female
Scholarship Provision in Primary Schools	3,938	2,147
Scholarship Provision at Secondary School Level	1,604	1,104
Primary Level Teachers Trained in CFS	645	396
Child Friendly Secondary School Practice & Standards / Teacher Training	684	308
Health Referrals for Physically Challenged Children	75	25
People Benefiting from Improved Sanitation Facilities	36,937	19,445
Computer Labs Established	2 in 2013; 25 since start-up	
Classroom Renovations	83	

School Drop-out Prevention Pilot (SDPP)

Program Profile

Donor	Creative Associates International/ USAID
Direct Beneficiaries	38,141 (18,299 Female) students accessed computer labs; 43,839 (17,910 Female) at-risk students monitored/ supported [including 22,055 (9,131 Female) students accessing computer labs]
Budget Received FY2012	US\$ 1,314,568.43
Unit Cost per Beneficiary	N/A during this year
Provinces Covered	6 Provinces: Banteay Meanchey, Pursat, Battambang, Kampong Speu, Prey Veng and Svay Rieng
Number of Districts Covered	45 districts
Target Primary Schools	N/A
Target Secondary Schools	322 Lower Secondary Schools (215 treatment and 107 control schools)
Start Date	September 2010
End Date	Extended to September 2015

Project Update

The following are the key achievements of SDPP during 2013:



Computer Labs: Students practicing computer skills in labs provided by SDPP

Piloting the two interventions

School personnel implemented the Early Warning System (EWS) in 215 treatment schools across the 6 target provinces, reaching over 76,000 grade 7-9 students, having received EWS training. Under this

intervention, 43,839 students at-risk received a range of follow-up support from their homeroom teachers and school personnel to reduce their dropout risk. To support the school in carrying out this intervention, EWS trainings were organized in all target provinces in November and early December 2012 for 925 PTA/Community members to encourage parents to support their child to stay in school.

Around 38,000 G7-9 students have received computer literacy lessons aided by the teachers and School Directors in 108 schools across the 6 target provinces who received computer trainings provided by KAPE's IT support and MoEYS ICT Department.

Ceremony to celebrate the SDPP School-based Activities took place on March 6 2013 at Banteay Khmer Lower Secondary School in Kampong Speu Province with some 600 participants from MoEYS, USAID, KAPE, Creative Associates, local authorities, community and target schools. SDPP received acknowledgement from the MoEYS minister for its support in implementing this project and awarded medals to KAPE, Creative Associates and USAID. SDPP displayed EWS manuals, computer lab, teacher, and student manuals, awareness-raising materials and program materials.

MoEYS support for the intervention, Impact Evaluation and Project Extension

The MoEYS's Coordination Body met with KAPE/SDPP to update program progress and reinforce implementation of the program and were also involved in other SDPP activities.

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The School Dropout Prevention Pilot Program (SDPP) is a three-year multi-country program, funded by the U.S. Agency for International Development, aimed at mitigating student drop-out from secondary school. Its objective is to provide evidence-based programming guidance to USAID missions and countries in Asia and the Middle East on student dropout prevention by piloting and testing the effectiveness of dropout prevention interventions in four target countries: Cambodia, India, Tajikistan and Timor Leste.

SDPP's three-stage applied research approach includes

- 1) Identifying best practices in dropout prevention in the U.S. and developing countries;
- 2) Identifying those groups, grades and/or geographic areas most severely affected by dropout and analyzing the risk factors and conditions affecting dropout;
- 3) Designing, implementing and evaluating pilot interventions to keep at-risk students in the most acutely affected areas schools.

SDPP is implemented by Creative Associates International, Inc. and KAPE is implementing the SDPP project in Cambodia, working closely with the government and other key stakeholders. Through the applied approach and in agreement with the Ministry of Education, Youth and Sport (MoEYS), SDPP is targeting grades 7, 8, and 9 in 322 Lower Secondary Schools in six provinces—Banteay Meanchey, Battambang, Kampong Speu, Prey Veng, Pursat, and Svay Rieng. Key education stakeholders attended a design workshop in 2011 to develop ideas for dropout mitigation through a consultative process. Two priority interventions —an Early Warning System (EWS) and Computer Labs—were developed, consistent with the Ministry's strategic sector plan and replicability requirements.

Early Warning System (i) using existing school-level data on attendance, performance, behavior, and other indicators to identify students at risk of dropping out of school; (ii) enhancing the capacity of schools to address the needs of at-risk students; and (iii) strengthening the partnership between school personnel and the parents or guardians of at-risk students.

Computer Labs

Installed low-cost computer labs in schools, using a "thin-client" model powered entirely by solar energy, and provided computer literacy training to students to increase perceptions of the value of and interest in schooling



SDPP Celebration Event: MoEYS's Minister H.E Im Sethy (left) awards the medal to USAID/ Washington Representative Rebecca Adams (middle).

Programming for evidence — based development

To support the evaluation of the project, a second phase of baseline data and first midline data was completed for the 322 schools, collecting data on school facilities, student records of absence, performance and behavior for over 100,000 students and interviews with School Directors, teachers and students were conducted. At the end of the school year, the team met to reflect on the year's implementation and have introduced improvements into training materials and approaches so that the newly confirmed extension of the project will be carried out smoothly.

[SDPP Celebration](#)
 Event: *Chea Kosal, SDPP Country Coordinator, presenting the display of SDPP products to MoEYS's Minister H.E Im Sethy.*



Training Impact

TRAINING PARTICIPANTS IN 2012-2013	Provinces						Total
	SVR	PV	Kg-Speu	PS	BMC	BTB	
EWS and Computer Lab Refresher Training							
School Director	21	20	19 (2F)	15 (1F)	14 (1F)	19 (2F)	108 (6F)
Computer teachers	84 (11F)	77 (15F)	75 (15F)	60 (17F)	54 (11F)	76 (24F)	426 (93F)
HRT	35 (11F)	24 (9F)	41 (10F)	28 (8F)	39 (15F)	31 (16F)	198 (69F)
POE Officers	2	2	1	2	2	2	11
Total	142 (22F)	123 (24F)	136 (27F)	105 (26F)	109 (27F)	128 (42F)	743 (168F)
PTA/Community training in EWS							
All participants	178 (23F)	181 (15F)	162 (12F)	122 (18F)	126 (18F)	155 (19F)	924 (105F)
TOTAL ALL TRAINING	320 (45F)	304 (39F)	298 (39F)	229 (44F)	237 (45F)	285 (61F)	1697 (273F)

EWS and Computer Lab Intervention Results

School/Community-level Activities in the six target provinces	Total (2012-2013)
# Phone calls to parents by school	8,838
# 3 day absence letters sent to parents of students in grades 7- 9	8,709
# 10 day absence letters sent to parents of students in grades 7- 9	4,013
# Participation agreements signed by parents and students	6,664
# Home visits by School/community (including repeat visits)	15,096
# Community Meetings held (averaging 3 meetings for each school as per the design)	643
# Total Persons attending Community meetings (averaging 27 people participating in each meeting)	17,251 (5,782F)
# callouts to computer labs to solve problems (including problems with phones provided by SDPP to call to parents of at-risk students)	775
# DOE visits to school	819
# POE visits to schools	85

Student Focus

Computer courses motivate Cambodian students to keep coming to class

Ry Phanith is the smallest student in his ninth grade class at Bay Damram School in northwestern Cambodia—so short he has trouble reaching the pedals on his bike as he struggles along rural roads each morning to get to class.

The trip is just one of the challenges he faces in trying to stay and succeed in school. The oldest son of farmer parents, Phanith was often pulled out of class to help on the farm where his family grows corn, beans and sugarcane. The combination of frequent absenteeism and poor performance in key courses like Khmer language and physics put the 15 year-old in danger of dropping out.

He would not have been alone. About one in five primary students in Cambodia never make it to high school, leaving them unskilled and reducing their chances for employment.

To keep students in school, USAID's School Dropout Prevention Pilot (SDPP)—

implemented by Creative Associates and local partner Kampuchean Action for Primary Education—is working with 215 schools across six provinces of Cambodia on dropout mitigation. The program's Early Warning System identifies students like Phanith who need extra support to stay in school.

To provide engaging enrichment activities attractive to both students and parents, SDPP also supplied Bay Damram School with a computer lab where students follow the Ministry of Education's computer literacy curriculum.

Tak Chankoy, Bay Damram's Director said both interventions had reduced the dropout rate in his school through the provision of computer literacy and also following up with the at-risk students on attendance, behavior and course performance.

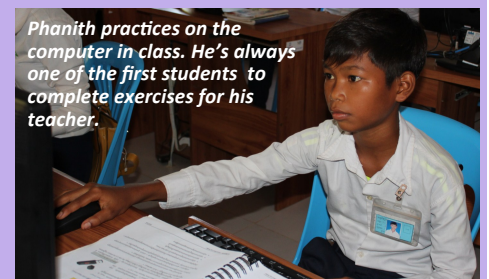
In the 2011-2012 school year, Bay Damram had a 27.3 percent dropout rate. After it received the early warning system and computer lab, the school reports the 2012-2013 dropout rate

fell to 16.8 percent. Preliminary results will be confirmed through randomized control trials SDPP is conducting in 322 schools.

Phanith has no intention of leaving now, especially when he enjoys computer training so much. He was enthusiastic to learn the computer because being knowledgeable in computer skills was vital for his future study and career.

When they saw the value of computer knowledge, Phanith's parents even bought a secondhand computer so he can practice at home.

Phanith practices on the computer in class. He's always one of the first students to complete exercises for his teacher.



Beacon School Initiative (BSI)

Program Profile

Donors	The Oaktree Foundation/Flight Center, Chinese Association, Breteau Foundation, Private Donor, Apple Corporation
Direct Beneficiaries	1,825 students from Grades 7 to 9 (889 girls) 78 Grade 7-9 teachers (37 female) 13 school management team members (2 female)
Budget FY2013	US\$ 185,505
Unit Cost per Beneficiary	\$97
Provinces Covered	Kampong Cham
Districts Covered	3 districts
Target Secondary Schools	3 lower secondary schools
Start Date	January 2011
End Date	December 2014

CORE GOALS

The Beacon School Initiative seeks to establish *multiple development tracks* for state schools based on their developmental readiness to utilize technical assistance. The project not only provides sophisticated technical inputs to selected schools with high potential for development but also stresses *specialized governance structures* that ensure effective and accountable use of these resources as well as *performance-based pay* for teachers, based on specific extra tasks that school personnel perform (e.g., organizing special projects involving constructivist learning, providing career counseling, advising school clubs, etc.). This two-track development approach introduces a model of *Public Private Partnership* in the management of three public schools by the POEYS in close collaboration with a local non-state actor (NSA) (i.e., KAPE).

Project Update

KAPE has negotiated special 'institutional space' to develop a model of semi-private management of three public schools in close collaboration with the POEYS. KAPE, as a non-state actor, has not only introduced very sophisticated educational approaches involving *constructivist learning* and close links between education and ICT facilities (e.g., computer labs) but has worked with the POEYS set up a special oversight board that ensures high accountability for the use of resources. In many ways, this new model resembles a Charter School but with significant contextualization to fit the Cambodian setting. This includes special provisions to include both local government and NSAs in oversight boards but with significant flexibility to experiment with school organization, performance-based pay, and curriculum content. These provisions mark a shift in Cambodia's cultural history towards a mixed educational model that is common in other ASEAN nations and helps to position the Cambodian education system to better meet the challenges of ASEAN integration in 2015. This new model of education places a high emphasis on modern learning techniques using ICT integration. In this regard, students not only learn digital literacy but also how to create knowledge with ICT devices. Student empowerment is also a key feature of strengthened governance with major investments made to enable *Student Councils* to take increased ownership of their schools.



Experimenting with School Architectural Designs: School physical spaces in BSI schools have been redesigned to include aesthetic spaces and gardens for student study. The back of each building also includes user entrances so that the area behind the school does not become a place for rubbish disposal. Glass has been introduced as a key material in school design, as in many international models. With proper training, student behaviors have been altered to avert accidents.

“State Schools with Private Standards.”

New Innovations This Year

During the last year, BSI has set the stage for a wide range of innovations by first redesigning physical space in target schools using more *up to date principles of architectural school design* that deviate from standardized school building designs used in most state schools. This includes brighter classrooms, free movement between rooms, inclusion of aesthetic study places such as gardens and alcoves within buildings for study, and better utilization of space. For example, the space behind classroom buildings has traditionally been used as a place for students to throw their trash. BSI Schools in contrast have tried to redesign classroom buildings so that both the front and back of classroom buildings are used for student recreational space. A new Innovation Learning Center built with support from the private sector such as *Apple Corporation* and the *Flight Center* includes a media center and easy access to M-learning devices



Integrating Media into the Learning Environment: A student club uses the media center TV theatre to view a documentary on a relevant topic.

Program Impact

As the project enters its fourth year of implementation, a total of 72% of indicators have so far been achieved while 14% are still in progress. Another 14% of indicators such as reducing dropout to 5% or less may not be achieved though significant reductions of over 50% have nevertheless been realized. The project has also been rigorously evaluated both internally and externally. In-house surveys have found significant changes in students’ attitudes towards school with more students thinking about their futures, involved in extracurricular learning activities, and less likely to drop-out. A recent external evaluation by Oak-tree Foundation made similar conclusions.



The same state classroom, before and after the commencement of the project

Program Profile

Donors	Breteau Foundation
Direct Beneficiaries	1,017 (493 Female)
Budget FY2013	\$16,450
Unit Cost per Beneficiary	\$16.18
Provinces Covered	1 (Kampong Cham)
Districts Covered	1 (Cherng Prey District)
Target Secondary Schools	1 (Skon High School)
Start Date	2013
End Date	2016

Project Update

The new student health clinic began operating in September 2013 at Skon High School. This is a significant achievement that marked a new level of child friendly programming because this was an activity initiated entirely by the Student Council. As such, it demonstrates a model behavior that exemplifies ownership of the school and courage to take initiative. During the first two months of its operation 270 students, teachers and school staff received health services from the clinic. With the clinic in place, the school has greatly improved its reputation very quickly in the community and the Provincial Office of Education has selected Skon HS to do a presentation on its experience of implementing educational innovation in partnership with BSI during the coming annual meeting on educational development next year.



New Health Services: The new school nurse at Skon tends to a student injured during a Physical Education class.

Program Rationale

In keeping with an implementation approach that promotes stakeholder-driven development, the Student Council at Skon has embarked on a self-initiated sub-activity to set up a place where it can have meetings (Student Union) and take care of students who become ill while they are at the school. 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 classrooms or in sitting areas outside. The Student Council has met with a donor who has decided to help the students 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.



Purchase of the Infirmary Equipment and supplies was completed.

School Feeding Program (SFP) Take-home Ration Program (THR)

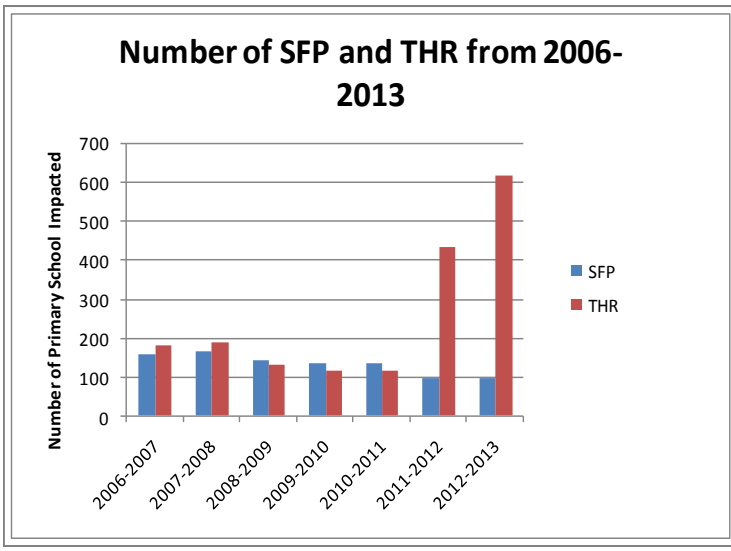
Program Profile

Donor	UN World Food Program (WFP)
Direct Beneficiaries	SFP: 34,182 students (16,589 girls) THR: 17,420 students (9224 girls) Cash Scholarship: 325 students (188 girls)
In-kind Support Received in FY2013*	SFP: US\$ 627,749.45 THR: US\$ 871,000.00 Cash Scholarship: US\$ 15,625.00
Unit Cost per Beneficiary	SFP: \$18 per child THR: \$50 per child Cash Scholarship: 50 per child
Provinces Covered	1 (Kampong Cham)
Districts Covered	17
Target Primary Schools	SFP: 94 THR: 522
Start Date	October 2002
End Date	June 2016

**Data represents cash value of metric tons of food and other commodities.*

KAPE works with the World Food Program and the Provincial Office of Education to provide monitoring and capacity-building support to schools in food insecure areas in Kampong Cham Province. The project has two components: School Feeding Program (SFP), which provides hot breakfasts in xx primary schools and the Take-home Ration Program (THR), which is active in 616 schools. Children in the THR program are targeted through ID Poor Cards provided to the most vulnerable families by local government. Both SFP and THR seek to create incentives to keep children in school as well as increase school efficiency by reducing morning hunger and increasing student concentration.

Current programming has continued to evolve towards a greater focus on Take-home Rations and gradual reduction of SFP services. It can easily be seen from the figure provided the huge expansion in THR programming to over 600 schools since 2001/12 with another major expansion in 2013. Cash incentives have also been introduced recently to supplement take-home rations. KAPE has continued to form links between both SFP and THR with its other programming, especially in the case of the IBEC Project where there is close coordination between those receiving THR and scholarships that are subsidized by USAID.



Snapshots



(L) and (R) Students have a chance to stay in school, learn and eat a good breakfast every school day.

Program Profile

Donor	Classroom of Hope (CoH)
Direct Beneficiaries	5,019 children (2,340 girls)
Approximate Number of Indirect Beneficiaries	(est.) 10,038 Parents; 63 teachers; 15 school directors. Total: 10,116 persons
Budget Received FY2013	US\$58,494.45
Unit Cost per direct Beneficiaries	\$ 11.65
Provinces Covered	1 (Kampong Cham)
Districts Covered	1 District (Krouch Chhmar)
Target Primary Schools	15 primary schools
Start Date	October, 2012
End Date	30 September, 2015

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

Key Elements of SfE’s Technical Approach

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

Schools for Excellence (SfE) started in October 2012 and will run until the end of September 2015. The purpose of the project is to develop child friendly school models that are truly excellent in several dimensions including educational quality, inclusiveness, and local stakeholder (i.e., parents, community, and local government) engagement.

Activities in Schools for Excellence fall into four main groupings. At the school level, these include (i) school capacity building activities; (ii) Child Friendly School activities facilitated through school grants and an activity “ menu”; and (iii) activities to facilitate outreach to local communities to increase their engagement in education. A fourth component (iv) focuses on building the capacity of our local partner Children’s Action for Development (CAD) both in organizational, financial, and administrative systems as well as in implementation of Child Friendly School interventions.



The students feel confident and have more space to strengthen educational quality and relevance.

Key Activities

- Developing annual improvement plans
- School mapping and scholarship support for poor children
- Child to Child mentorship
- Remedial support for learners with special needs
- CFS support for local teachers and children's councils, to increase participation
- Teacher Training, ensuring they have the required technical input to change their classroom practice.
- Life skills programs to make education relevant to local areas
- 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 conditions or disabilities receive treatment and support.



Life Skills Lessons: Primary school children work together at vegetable growing activities in their outdoor school farm.

“ Education gives hope for the future ”

Project Update

- » An internal evaluation at the end of the project concluded: ‘The general consensus based upon document reviews and interviews with various project stakeholders is that overall the project was successful and provides “good value for money”’.
- » Children’s council members are able to reflect on the process of children’s council activities in their schools and provide useful recommendations to present to their teachers, schools and local stakeholders.
- » Technical support groups (TSG), School support committees, cluster chief and district office of education director (DoE) have strong ability to help teachers, and assess schools and teachers using MOEYs assessment tools.
- » By the end of the school year 2012-2013, retention rates in schools were 97%, with drop out rates at only 4% compared to the baseline of 9%.

Snapshots



Children enjoy fun learning games in the school library.



Students lead cooking activities in their life skill lessons.

Student Focus

Chanthen, is a student receiving scholarship support from the *Schools for Excellence Project (SfE)*. She lives in a small bamboo cottage with her parents who are currently unemployed, but sometimes able to get temporary seasonal work. Chanthen goes to school at Phum 3 Rokakhnor Primary School where she studies in Grade 3. She is a motivated student, but sometimes she misses the school because she is the oldest child so has to take responsibility for a lot of things. Sometimes she does household chores such as cooking and looking after her youngest sister while her mum is away or collecting trash at the corn farm where she can earn some money for the family.



Chanthen, ready to go to school

Due to the receipt of a scholarship from the SfE Project, Chanthen, was able to attend to school regularly. With a smiling face, she said, “now I have fewer problems with my school materials because I was involved in the scholarship program and got a pack of materials from the SfE project”.

While carrying her baby on her arms, Chanthen’s mother said, “I really regret stopping my daughter from going to school but now she receives study materials. There are now many interesting activities at the school that makes going there more worthwhile.”

After getting involved with the SfE Project, Chanthen’s parents seemed to change their ideas a little bit about migrating from place to place for work. They are happy with the good result of their daughter in studying. Before, Chanthen, could not go to school very often as her parents needed her to help them at home and earn money. But now, their concern is less as Chanthen, gets some support so they don’t need to spend so much on their children anymore. Chanthen, has had a big change in her life; her teacher and the school director report that she attends school regularly, even though her parents are so busy. Furthermore, she no longer



feels pressure from her parents to stay at home. She plans to stand as a Student Council member. Now she is getting good marks and able to attend school regularly.

Chanthen, receives scholarship package

Inclusive Education Program (IEP)

The inclusive Education Program (IEP) is an umbrella program with 4 donors and 3 projects. *Its main goal is to increase access to education, especially girls, minorities and other vulnerable and marginalized children/youth.* IEP assists children and youth at multiple levels from primary school through to tertiary, vocational, and professional training level. IEP was created as an umbrella program to create ‘economies of scale’ with one coordinator managing all projects.



	GEI	PEI	CTSP
Donor	<i>Terre des Hommes & The Oaktree Foundation</i>	<i>Lotus Outreach</i>	<i>The Asia Foundation</i>
Funds received FY2013	US\$138,860	US\$ 22,605	US\$102,807
Beneficiaries	<ul style="list-style-type: none"> • 706 scholarship students (510 girls) • 5 Vocational Training Scholars (5 female) • 90 (66 female) professional students • 40 parents benefiting from livelihood programming (families of 29 female students). • 150 (95 girls) life skill students • 88 (65 female) student council members • 85 (68 female) students attending summer camp activities Total: 1,164 (838 female)	<ul style="list-style-type: none"> • 31 Phnong scholarship students (all female) • 20 Phnong PTTC scholarship students (all female) • 30 (19 female) Cultural life skill students • 22 (14 female) Phnong research students • 1 cultural centre Total : 102 (84 female)	114 university students (all female) Career Development: <ul style="list-style-type: none"> • English classes • Computer literacy • Short course training. Total: 114 (all female)
Number of Schools	14 Secondary schools 5 Other Institutions (PTTC, RTTC, Nurse, Technology, and Agriculture Institutions)	2 Secondary schools 1 PTTC	1 University (Western University)
Unit Cost Per Beneficiary	\$118	\$222	\$902
Start Date	August 2000	January 2010	November 2010
End Date	On-going	On going	September 2015

IEP is a very unusual access program in that it places high value on **continuity** in its programming. KAPE takes great pride in the fact that it does not just give short-term support for a vulnerable student to complete one level of education but rather works with the child throughout an extended education cycle. It was for this reason that CTSP was created because it includes many vulnerable youth who first started receiving assistance from KAPE while they were in primary and secondary school over 10 years ago; KAPE has successfully advocated for these children all the way through to tertiary level, ensuring that our programming has truly created a ‘life change’ for these individuals who are now young women and men.

The students display their paintings at school.



“Reaching out to the disadvantaged through education.”

GEI

The Girls’ Education Initiative (GEI) began in the year 2000, it is the longest running scholarship activity at KAPE (and perhaps in Cambodia), which aims to increase the number of children, especially girls, entering and remaining in education throughout their school life, so they are able to contribute to society according to their ability.

Project Update

- ◆ In 2012-13, there was a total of 706 supported scholarship students; the dropout rate was 6% compared to 7% in 2011-12.
- ◆ Livelihood training for 40 families led to an increased family income in 85% of cases and 100% of families are now giving cash or in kind contribution for their children’s studies.
- ◆ 32% of 90 professional studies scholars graduated from their courses and entered the workforce with steady jobs. Remaining students continued their Year 2 study.
- ◆ 100% of 5 vocational students (sewing) graduated and are now employed in the garment sector.



GEI beneficiaries study life skills in the bio-garden at their school.



A family feeds their pig received as part of the family livelihoods activity.

Project Activity



The students acknowledge the donors and KAPE who give them the scholarship materials such as bicycles, school uniforms, and learning materials to have opportunity to continue their studies comfortably.

A Girl’s Dream

Sao Ry, aged 21, is a primary school teacher trainee in Year 2 at the Provincial Teacher Training College (PTTC) in Kampong Cham City. She is from a farming family and works on a small piece of land, helping at home. All of her 3 older brothers and sisters dropped out in primary school. She loves education and wishes to have a steady job.

Ry started school when she was 8 years old, her father did not care about sending his children to school, as he had never learnt how to read or write himself. Because of the many pressing needs in her family, education was often not a priority. Nevertheless, Sao Ry decided with deep personal commitment that she needed to be educated.

“I will finish my studies in July 2014. I really would like to go back to my community to teach many children who struggle to get an education like me and help them to stand up and achieve their dreams and objectives as I am managing to do. I do hope that a good education can teach me to be a good person, and to judge things rationally. I will try my best to be the best teacher than I can possibly be and a role model to my community,” Sao Ry said with firm commitment.



Sao Ry at the PTTC

PEI

The Phnong Education Initiative (PEI), funded by Lotus Outreach, has been operating in Mondulkiri Province since January 2010; hence it is in its 3rd year of operation. The project seeks to (1) decrease the dropout rate of Phnong children in lower secondary school; (2) increase Gender Parity with respect to participation rates in Grade 7 to 9; and (3) support Phnong children to enter a two-year study program at the local Provincial Teacher Training College (PTTC) in order to complete their studies within two-year specified time period.



Student council produced rubbish bin at Oraing school



Scholarship students practice a cultural dance.



Scholarship students presented culture artifacts.

Project Update

- ◆ 31 Phnong girl scholarship students received scholarship packages such as uniforms, books, pens, Maths equipment, shoes, monthly stipends and tutoring.
- ◆ 97% of the total 31 Phnong girl scholarship students were promoted. In addition, 8 female students who passed the state diploma examination (Grade 9) successfully passed the entrance examination to study at the PTTC in Steung Treng Province for 2 years from December 2013 to June 2015. Upon completion, they will become primary and kindergarten school teachers.
- ◆ 15 out of 16 Phnong trainee students graduated from the PTTC and are now currently working as primary school teachers in Mondulkiri. This is a milestone event because it greatly increases the representation of Phnong in the teaching force.
- ◆ It was found that students in Cultural Life Skills Programs scored an average of 92% on the assessment designed to find out their level of understanding of the benefits of producing cultural products like scarves and baskets.



Scholarship students learnt computer during holiday.



Students conducted education campaign awareness.

“Reaching out to the disadvantaged through education.”

CTSP

The Cambodia Tertiary Scholarship Program (CTSP) was a new initiative proposed by KAPE and The Asia Foundation (TAF) in the 2010-11 academic year. The project enables young women who are recent graduates of high school, but struggle financially, to have the opportunity to complete a four-year Bachelor’s Degree at a local university. CTSP began by supporting two cohorts of scholarship recipients, a total of 114 women (65 in Cohort 1 and 49 in Cohort 2), to attend degree studies at Western University in Kampong Cham Province. Many of these beneficiaries were formerly KAPE scholarship recipients at primary and secondary level in the past. KAPE not only provides tuition support but has active links with the private sector to help place CTSP graduates in employment. This includes internships in the various KAPE programs to provide work experience for graduates.

- KEY ACTIVITIES**
- 4 years study at University
 - Monthly progress meetings
 - Subject study groups
 - Career Development skills workshops covering:
 - Leadership, motivation, communication skills
 - Understanding Internships
 - Study tours
 - IT Training
 - English language skills

CTSP Scholar Focus

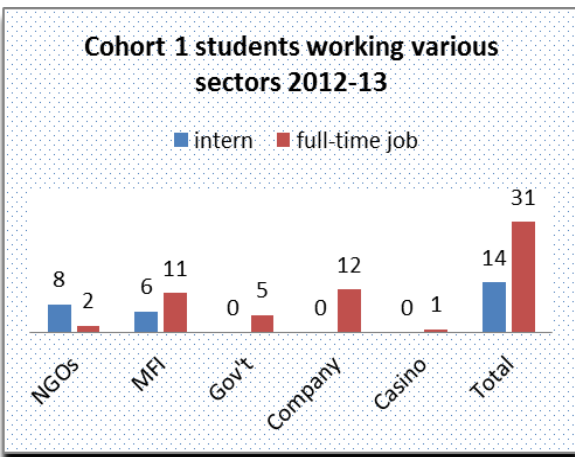


Chhun Sopha, a Year 4 student of Accounting and Economics at Western University has recently gained a position as an accountant at Niron Microfinance Institution in Kampong Cham City, which is about 10 minutes by bicycle from her university dormitory. She has worked there since July 2013. She now works from Monday till Friday then goes to continue her university study at the weekends. She is able to earn \$170 per month “Sopha is a hard-working and active staff member”, her colleague said. Sopha comes from a poor family so such an achievement is as a ‘miracle’ to her family.

DEGREES PURSUED

CTSP scholarship recipients have selected majors from a range of disciplines available at Western University, such as:

- Finance & Banking
- Accounting
- Management
- Marketing
- English Literature



Samedy Lak lives with her parents in an old house on a small island, along with her two younger brothers. Her family has known its share of health challenges, with her father becoming blind in one eye, her mother developing a goiter, and one of her brothers who is deaf. Samedy is a gifted scholar pursuing a Bachelor’s Degree in Accounting in Year 4, also at Western University. She has a natural ability for accounting and, not surprisingly, she is the leader of her Accounting Study Club. Samedy hopes to be an accountant in a bank one day.



W-Tech team produced newsletters

CTSP scholars conducted exposure visit at a bank.

CTSP scholars attended camera shot, and goal setting training

Program Profile

Donor	Aflatoun/ Barclay's Bank
Direct Beneficiaries	3,338 (3,041 girls)
Budget Received FY2012	\$60,000
Unit Cost per Beneficiary	\$18
Provinces Covered	2 Provinces: Kratie and Kampong Cham
Target Schools	18 schools
Start Date	October 2010
End Date	December 2013

SELLS seeks to empower children to become agents of change, and to help them improve their own lives as well as the lives of others.

The SELLS program provides financial literacy learning in 10 schools in Kratie Province. It began in 2009. In 2012-13, KAPE received additional funds from Barclay's Bank to implement the new Aflateen program that focuses on financial literacy skills for older children enrolled in secondary schools in 5 districts in Kampong Cham Province.

The new Aflateen Program uses the Aflatoun *Child Social and Financial Education* programming to increase children's awareness of their rights under the *UN convention of the Rights of the Child* and empowers them with skills to take action to claim these rights. In addition, children are given the opportunity to learn how to plan, budget, save and spend resources responsibly. The project has set up Aflatoun clubs in which children can use their knowledge to organize social campaigns and practice their new found financial skills to set up small-scale enterprises.

Key Activities

- Provide capacity building to teachers in financial literacy
- Integration of Aflateen sessions in the curriculum to promote financial literacy concepts
- Aflateen student clubs
 - ® Small entrepreneurs
 - ® Paintings/Art
 - ® Life skill
- Formal and informal savings.
- Opening bank accounts
- Advocacy for financial literacy in national curriculum (3 modules now officially adopted)



Feature students



Va Sok Neng, studies in Grade 10 at Srengkim High School attend Aflateen program. She learns about saving and spending. She is planning to continue her studies at university. She has now opened a bank account at a local bank. She has so far saved 220,000 Riels = USD55.00. "I am extremely happy to have a bank account, the first time in my life." she said.



Students grow morning glory at school and can sell them at the market or in community.



A Father supports his daughter to open a bank account under the Aflateen program.



Students attend Camp G.L.O.W (Girls Leading the World).



The self-help group students at Kor High School

Reinforcing Education Access with Community Help (REACH)

Program Profile

Donor	Intervita
Partner (Subgrantee)	Wathnapheap (WP); Ciai
Direct Beneficiaries	<i>Primary Students: 9,752/ 4,601 females.</i> <i>Pre-primary students: 396/216 females.</i> 10 primary community teachers 22 pre-primary community teachers 28 technical support groups 174 teachers, directors, and vice directors (41 girls) 360 scholarship students(180 girls) 100 families receiving scholarships for their children 34 Community Child Protection Networks 18 child youth club
Budget Received FY2012	169,079.49 Euro (\$201,135.74)
Unit Cost per Beneficiary	\$21.19
Provinces Covered	2 (Svey Rieng and Prey Veng)
Districts Covered	4 (3 in Svay Rieng and 1 in Prey Veng)
Target Schools	25 Primary schools 12 Pre-primary schools
Start Date	July 2012
End Date	June 2015

The primary objective of REACH is to support educational access and reduce school dropout among vulnerable children, by addressing deficits in the quality of education and improving the socio-economic condition of families so that they can provide a safe environment in which children can complete their studies.

Driven by basic needs of survival, families sometimes sacrifice a child's education in exchange for a little extra income. Periodic cross-border movement in search of work tends to jeopardize school attendance rates, and, as a result, promotion rates. Even when children return, they are often unable to cope with the challenges of catching up on missed lessons, resulting in subsequent withdrawal from school or grade repetition.

REACH builds on synergies between three NGOs: KAPE, CIAI and WP. KAPE and CIAI work together in the state education system at primary level to improve educational access and quality, while WP focuses on pre-primary level services and community development.

Key Activities

Increasing Access to Education: Higher enrollment and attendance in schools, including in early childhood education, is encouraged through the promotion of child rights, enrollment campaigns, scholarships and other interventions, which combine school and community efforts.

Income Generating Activities (IGA) and Community Education: Wathnapheap, KAPE's implementation partner, works with 300 families to enhance their income generating abilities through training on micro-finance activities. This also involves the establishment of Saving Fund Committees comprising community members. WP also provides support to 10 community-based pre-primary schools.

Local Capacity Building: The project reinforces the capacity of the different stakeholders involved to improve their capacity in monitoring, planning and evaluation of education processes in the environment where they live, through awareness campaigns, training and coaching activities. Specific attention has been given to migration, child protection and education issues, due to the close proximity of the Vietnamese border.

Creating Child-Friendly Environments: The project fosters attractive learning environments with a variety of teaching aids and child-centered teaching methodology. Teachers develop routines that allow children to derive maximum benefit from a child friendly environment. REACH encourages active participation in the project through Student Council activities, and participatory monitoring and evaluation methods.

Snapshots



Stakeholder-driven Development: Commune councils, directors, and cluster directors work together at an annual review meeting to reflect on what they did well and what they need to improve for the next year.



Enrolment Drives: REACH staff, teachers, and students visit local communities as part of a local enrolment campaign.



Making Education More Relevant: Students learn pre-vocational skills such as food preparation and cooking, using curriculum materials developed by KAPE and World Education and adopted by MoEYS. Such activities make learning fun and useful, keeping children in school.

Project Update

- All schools completed annual school improvement plans
- School mapping and scholarship support for poor children successfully implemented
- Successful implementation of Child to Child mentorship, focusing on children helping children
- Remedial support for learners with special needs
- CFS support for local teachers and children's councils, to increase participation
- Foundational Teacher Training, to ensure that teachers have the required technical input to change classroom practice.
- Life skills program to make education relevant to local areas
- Leadership Training for Directors and Communities, to ensure that stakeholders have the necessary management skills to oversee grant funds effectively.
- Health Education
- Study visits for teachers and School Support Committees to get new knowledge from schools with good practice.
- Student councils mobilize and manage activities in school
- Technical support group (TSG) support teacher on teaching and learning
- Support library to increase student reading and writing.

Program Impact

- ⇒ The internal evaluation at the end of the school year concluded: ‘The general consensus based upon document reviews with various project stakeholders is schools have achieved a wide range of indicators that underline child friendly school environments such as availability of toilets and hygiene, support for educational access, and assistance for children with special learning needs.
- ⇒ The evaluation of children’s councils also found improved performance scores in comparison to the baseline. Students councils have monthly team meetings, they manage activities in school and follow up their plans.
- ⇒ Technical support groups (TSG), the cluster chief and DOE Director regularly help teachers on technical aspects of their teaching and learning, administrative work, and assessment of students.
- ⇒ By the end of the school year 2012-2013, 24 schools or 96% of the total reported a decrease in dropout rate when compared to the baseline value.



REACH staff and teachers visit students home to select scholarship student.

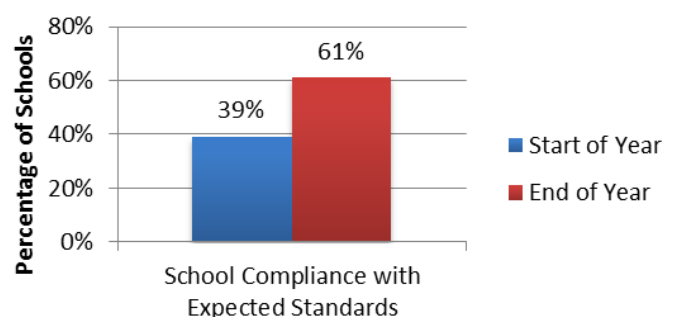
Success Story



Village chief and KAPE staff meet with children family to provide bicycle.

Sam Khon, 6 years old, and Sam An, 9 years old, are siblings who live in Svay Chrum District, Svay Rieng Province. They both are boys who live in a poor family. Their parents have no farm to cultivate. Their father is a seasonal worker. Sometimes he migrates to Prey Veng to work for income but he cannot support his family easily. Their mother stays at home. The family does not send their sons to school because they have other more pressing priorities. After the school mapping this academic year, the local school convinced Khon and An’s parents to enroll them in school in Grades 1 and 2, respectively. They used to be enrolled in school before but dropped out because they live far from the local school and they do not have enough books, pens, or uniforms to wear. Both Khon and An received a scholarship through the REACH Project this year. KAPE’s scholarship package includes pencils, books, a pair of shoes and 2 uniforms. They also receive materials from Wathanapheap including rice. Others provided additional assistance such as a bicycle to help address the problem of distance. After receiving the scholarships, both Khon and An now come to school regularly and were both promoted at the end of the school year. Their parents now see that it is important to put a priority on schooling even though they have many financial difficulties. But at least the scholarship support can now solve the direct costs of going to school.

Average CFS Assessment Scores



Pro-Active Learning Project

Program Profile

Donor	CIAI
Direct Beneficiaries	326 students(146 girls) 75 teachers (47 girls)
Budget Received FY2013	8381 Euro (\$11,517.12) and in kind support from KAPE 6000 Euro (\$8,242.79) for project’s vehicles (2 motor bikes)
Provinces Covered	1 (Pailin)
Districts Covered	1 District (Pailin District)
Target Primary Schools	10 Primary schools
Start Date	September 2012
End Date	February 2014

The main objective of the intervention is to increase “Pro-active” primary school attendance and to create an environment in which every child feels able to “fully participate” in education, through the implementation of the “Child Friendly School” approach.

The Proactive Learning Project seeks to promote the effective implementation of the MoEYS’ Child Friendly School Policy with its multi-dimensional focus on school development. The project began in September 2012 and aims to promote child friendly school programming in Pailin where there has been little penetration of the school system.

Six Components of Child Friendly School Policy

1. All children have access to education
2. Effective teaching and learning
3. Healthy, safe and child protection
4. Gender Responsiveness
5. Child, family and community participation
6. The support from educational system

Project Update

- ◆ School Directors received training on Good Governance & Leadership, which is considered to be a key strategy to ensure effective implementation and sustainability.
- ◆ Student councils were established in accordance with MoEYS guidelines and played a crucial role in school planning and implementation of selected activities.
- ◆ PLP facilitates parental meetings to help them understand their role in education and to take responsibility for school development after the completion of the project.
- ◆ PLP introduced life skills education in all schools using the curriculum developed by KAPE under the IBEC project and officially adopted by MoEYS.
- ◆ The project also helped to provide technical and material support on student help networks using Child-to-Child techniques.



Mr. Sokha taught his students about the activity plans of the Student Council in order to improve their daily activities of studying at their school.

Activities	Beneficiaries	Female
Student received bicycle, uniform, material learning, hygiene product and medical support.	326	146
Slow students received remedial class for 3 months with 1008hours (21classes of grade 1 and 2 and took 16hours/month).	152	101
All school staffs received capacity building on CFSand teaching materials.	75	47
All school staffs received capacity building on Life Skill.	24	10
Students participated in peer support activity.	197	117
Student participated in writing pen pal letter.	205	126
Student participated in student council.	72	36
Parents attended parental meeting and schools activities.	451	261
Distribution of Basic materials for remedial class	8 schools	
Completion of Minor construction for school rehabilitation and slopes for disable students.	8 schools	



Program Profile

Donor	USAID/ World Vision US and Australian Aid/ World Education (prime funding recipient)
Direct Beneficiaries	1,161 children (547 girls) 51 teachers (37 female)
Budget Received FY2013	US\$ 69,531.48
Unit Cost per Beneficiary	US\$ 49.00
Provinces Covered	2 (Kampong Cham & Siem Reap)
Districts Covered	5 Districts (Tbaung Khmum, Oraing Ov, Prey Chhor, Kampong Cham and Chi Kraeng)
Target Primary Schools	8 primary schools (6 schools in Kampong Cham and 2 schools in Siem Reap)
Target Secondary Schools	Not Applicable
Start Date	October 2012
End Date	September 2014

The TRAC Project focuses on The total learning environment, thus enhancing the ability of children to acquire essential early reading skills while encouraging a culture of reading both in school and at home and also improve the literacy levels in grade 1 and 2 by combining regular assessments with a Rapid Response System, including parental help and Mobile learning.

Key Interventions

- Development of Reading Benchmarks and continuous Assessment tests.
- Development of Rapid Response System for children with reading difficulties
- Literacy Coach
- M-learning application
- Parental engagement
- Development of Reading toolkit

The Total Reading Approach for Children (TRAC) started in October 2012 and will continue until the end of September 2014. TRAC aims to enhance children's acquisition of early reading skills by focusing on the children's learning environment both at school and at home. Targeted innovations include reading benchmarks linked to a new reading curriculum to facilitate student assessments, a rapid response system to address student reading difficulties that is coordinated by literacy coaches, and mobile learning (M-learning) applications in Khmer. TRAC is helping to promote USAID's new Educational Strategy that focuses on early grade reading as well as assist the government in improving the literacy rate through close collaboration with the Primary Education Department of MoEYS to develop proposed innovations.

Key Activities

1. TRAC works with Cambodia's Primary Education Department to develop short-interval reading benchmarks based on the new readers.
2. The benchmarks help identify struggling students and the areas in which they struggle.
3. School-based literacy coaches use a rapid response system (RRS) based on teachers' assessment data to help the struggling students improve.
4. Innovative teaching aids help to make learning attractive and interesting.
5. Parental engagement ensures students practice reading skills at home as well as at school.



Parental engagement:
Parent comes to school to teach their children at the library by using the reading toolkit materials.

“Changing children’s futures through education.”

Project Update

- » After the implementation of Reading benchmarks and continuous assessment in school for a year, the project has finalized the reading benchmark booklet to make it user friendly for teachers.
- » All Rapid Response protocols have been made into a booklet.
- » The development of Smart4Kids reading application for use on Tablets is now reaching the final testing stage.
- » TRAC has been written as a case study in an Australian research dissertation, and through GSMA. Recently, TRAC was selected for inclusion in USAID’s catalogue of science and technology innovations. It was also presented to a group of NGOs and AusAid in Australia.

Snapshots



Grade 1 students use M-learning material in the library.



Grade 5 student teaches Grade 1 student by using reading toolkit material in their free time.

Literacy Coach Focus

Vanchhi (43) is a literacy coach in TRAC project school in Kampong Cham province. Vanchhi worried about the future of the children in his area because they face many obstacles to their studies and never receive sufficient educational services. This motivated him to become a literacy coach with the TRAC project, which is funded by USAID, World Vision, and Australian Aid through the All Children Reading challenge. Vanchhi found that schools faced many difficulties. Teachers complained about their students being so weak that they were difficult to teach and teachers don’t have enough support in learning about new teaching methods.



Literacy Coach providing interview in Kampong Cham

Vanchhi explains, “Before I was a literacy coach, I was a very normal citizen who didn’t understand well about the education system and the value of community

involvement. and didn’t have strategies to help children in the community.” Vanchhi has proven to be a dedicated literacy coach: He has provided extensive technical support to this school and enhanced the quality of education for children by helping Grade 1 and 2 students focus on their reading and writing skills. He notes that since becoming a literacy coach and the implementation of TRAC interventions at his school, the capacity of students have improved and teachers are easier to teach because they have more materials and teaching aids. He is recognized as a literacy coach who helps the students’ parents to teach their children at home. He also visits students’ houses to meet with parents to discuss, share information, and give feedback about student performance. He devotes his time in order to improve the education in his area. Vanchhi is now braver, has more skills and knowledge about the education field, and has more capacity development. moreover, he is like a new person who is popular both in school and in his community.



Parents attended training on reading sessions between parents and children in school.

Program Profile

Donor	Save the Children/NORAD
Direct Beneficiaries	1,872 (969 girl) Students 120 (60 female) Parents/Community 20 (3 female) Director 240 (120 Female) teachers
Budget Received FY2013	\$40,024.00
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	2 (Kampong Cham/Prey Veng)
Districts Covered	11 (9 in Kampong Cham, 3 in Prey Veng)
Target Primary Schools	5 Treatment Schools 15 Treatment Schools
Target Secondary Schools	Not Applicable
Start Date	March 2013
End Date	2015

Project Update

The *I'm Learning Project* began in May 2013 with detailed surveys in candidate schools leading to the selection of 20 participating schools (5 Treatment Schools and 15 Control Schools). The project has only been in operation for 5 months but during this time, KAPE developed and administered a school selection framework comprising 5 school types. This was followed by a detailed baseline in all schools using instruments adapted from Save the Children's earlier work in QLE frameworks. The KAPE Team also began the development of a research framework that will guide the collection and analysis of changes in children's learning environments and the actual outcomes that have been associated with them. This will eventually be written up as a formal research report that together with parallel research in two other countries will be given wide circulation through the Save the Children network.



Literacy testing activity

Project Rationale

The *I'm Learning Project* is a new project that just began in the middle of 2013. The project is an example of new trends in development that focus on evidence-based programming. *I'm Learning* has several different components including a research unit, a monitoring and evaluation unit, and an implementation unit. Save the Children is responsible for the implementation of activities in 5 Treatment Schools in Kampong Cham while KAPE is responsible for monitoring and evaluation as well as the development of a formal research framework that empirically validates the impact of interventions assessing changes in Treatment Schools versus Control Schools. The project's theme is to provide concrete evidence that a holistic approach to school development can actually improve children's learning. While 'holistic' development approaches such as KAPE's Child Friendly School programming with its six dimensions have gained wide circulation both globally and in Cambodia, examples of empirical validation are rare. Thus, the *I'm Learning Project* seeks to provide innovative and holistic support to schools in Kampong Cham within an implementation framework that will generate proof of the efficacy of these interventions. Activities are organized into a 'Quality Learning Environment Framework' (QLE) that includes 4 dimensions as follows:

- Emotional & Psychological Protection
- Physical Protection
- Active Learning Processes (Improved Learning Outcomes)
- Parent-Community Participation



The QLE data collectors attended the orientation training.

Special Events and Developments This Year

“Development through networking and outreach.”

Regional Aflatoon Programming Conference in Kathmandu

In October, 2012, two KAPE representatives participated in the Regional Aflatoon Program Conference in Kathmandu, Nepal. The project made a presentation on the SELLS Program and learned about interesting innovations in financial literacy that is being implemented in neighboring countries such as Laos, Thailand, and the Philippines. KAPE made a video presentation on its programming here in Cambodia and also shared how the agency has used its recently launched social enterprise TTS to promote financial literacy concepts linked to the Aflatoon curriculum through games in Khmer language.

Women's Empowerment Seminar in the United States

In November 2012, Ms. Hem Mary, KAPE's IEP Coordinator, was invited by the US Embassy to participate in a series of workshops designed to promote women's empowerment in multiple sectors, including education. The seminar was sponsored by the US Government and included visits to the University of Montana and Washington D.C, where the seminar was concluded with the issue of Certificates in Women's Empowerment. KAPE also received \$6,00.00 from a primary school in the US to build playgrounds for Phoum 6 Primary School in Kampong Cham.

Participation in Aflatoon International Conference on Financial Literacy

A representative from KAPE and MoEYS both attended the annual international conference on financial literacy organized by Aflatoon in Nairobi, Kenya. The conference was a major opportunity for KAPE to better understand global trends in financial literacy and how KAPE can adapt its programming accordingly to keep up to date with the latest developments in the sector.



Financial Literacy Conference in Kenya: Ms. Hem Mary in scarf participates in a small group discussion on financial literacy

KAPE-NEP Best Practices Workshop

On the 28 August, KAPE and NEP organized the the 4th consecutive annual dissemination workshop on best practices and lessons learned under the Improved the Improved Basic Education in Cambodia Project (IBEC), funded by USAID and World Education. The workshop was held at the Phnom Penh Hotel with a total 82 participants, including 42 NGO representatives, students and teachers from the IBEC target schools, as well as donors such as USAID.



KAPE's BSI Project highlighted in ACFID Publication & the Center for Education Innovation

The *Beacon School Initiative* was highly successful in the last year in pushing an agenda for PPP advocacy, based on the BSI model. In this regard, KAPE was contacted during the year by the *Center for Education Innovations (CEI)*, which is a large clearing house in the United States that show cases successful models of PPP in education. CEI interviewed project personnel in order to develop a profile for the project, which has now been placed on the CEI website. This is a very popular website frequented by many thousands of education practitioners and will greatly help to increase the international profile of the project. The site can be accessed at: <http://www.educationinnovations.org>. BSI was also profiled as a case study by *The Australian Center for International Development (ACFID)* in an upcoming publication designed to convince the Australian government to provide more direct investment to civil society organizations and NGOs involved in development. The BSI case study will be published in February 2014 and was launched at an ACFID-University Linkage Conference at Sydney University in November 2013.

Completion of the Demonstration Learning Center (DLC)



The Demonstration Learning Center Project, funded by Apple Corporation, the Flight Center, World Education and Oaktree, was completed at the end of the year. The completed building entails the design and construction of a new and more specialized facility linked to the existing Demonstration School in Kampong Cham Province. The new center will further facilitate high learning standards that build on the work of BSI in constructivist learning, youth clubs, ICT, and life skills that was started by BSI in 2011. Specialized facilities include a media center that provides access to information through many channels including laptops, mobile learning devices, big screen television set, and story telling areas. The media center will be

Special Events and Developments This Year

“Development through networking and outreach.”

more closely situated to a fixed computer lab (using thin client technology) and the library facilities developed earlier under BSI. The facility will also include classrooms for life skills

activities, a meeting room, a canteen, and gardens to enhance the aesthetics of the learning environment.



TTS Update

On 1 October 2012, KAPE launched the creation of an independent social enterprise known as, *Thonthean Suksa* or TTS, Cambodia's first social enterprise to promote

the creation of teaching and learning aids (www.tts-kape.org). KAPE has been providing loans to the venture from its own internal resources to provide it with start-up capital for printing and salaries. During the year, TTS has successfully established itself as one of the few commercial providers of teaching aids in Khmer language for Cambodia's public and private schools, with over \$30,000 in revenues during its first year of operation. With its focus on teaching and learning aids, TTS has filled a major gap in the education sector where there has been little systematic attention. The MoEYS has now officially approved over 11 learning aids and games developed by TTS with another 11 more under review. Receipts from sales to clients by TTS are going into a revolving fund to pay for salaries, utility costs, rent, and most importantly printing cost, as well as support for poor schools.



Using the Private Sector to Sustainably Support Educational Development: Children enjoy playing with attractive educational games developed by TTS (above); A new game to promote early grade literacy recently developed by TTS (below). Please remember to “LIKE” us on Facebook: www.facebook.com/ttskape.

Research Projects

KAPE was very active this year in terms of its participation in research projects, which provides better understanding of the local context as the agency develops new programming. Such information also helps KAPE to promote evidence-based development, which provides empirical validation of program impacts. This year KAPE continued its participation in the *School Dropout Prevention Pilot* under the leadership of *Creative Associates*, which is a multi-million dollar research project funded by USAID in four countries to determine effective interventions to prevent dropout.

The agency also received funding from *Save the Children International* to conduct a study on enrolment trends in Phnom Penh, which has been struggling with declining enrolment due to fierce competition with private schools and the integration of rural communes in the outskirts. The report has been very timely and highlights the need for the acceleration of Public Private Partnerships in the education sector that is being promoted by projects such as BSI.

KAPE also began a research-focused project with *Save the Children* called *I'm Learning*, which will also provide an opportunity for empirically-based validation of project impacts. In addition, the agency was contracted by *Save the Children* to carry out a baseline survey for a large ECCD Project being funded by *Prudential Insurance*. The study greatly expanded KAPE's knowledge of ECCD issues and better positions it to become involved in this education subsector in the future.



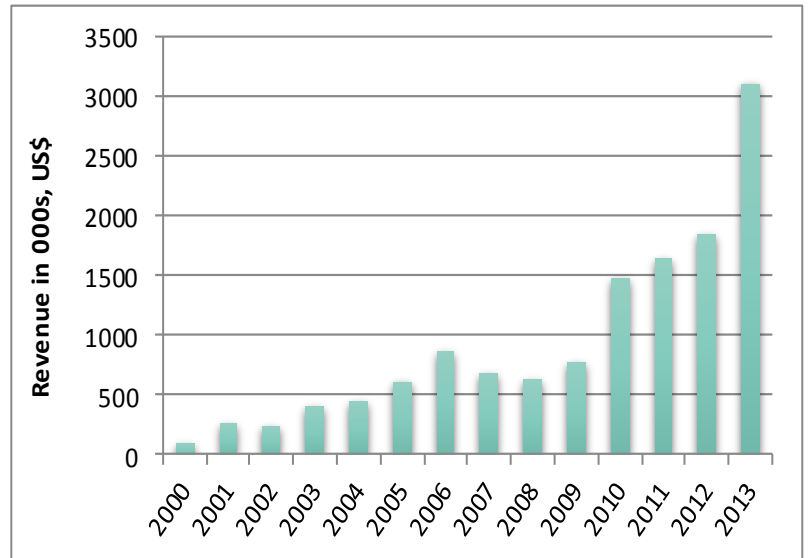
Financial Highlights

Cash Assets and Expenditure

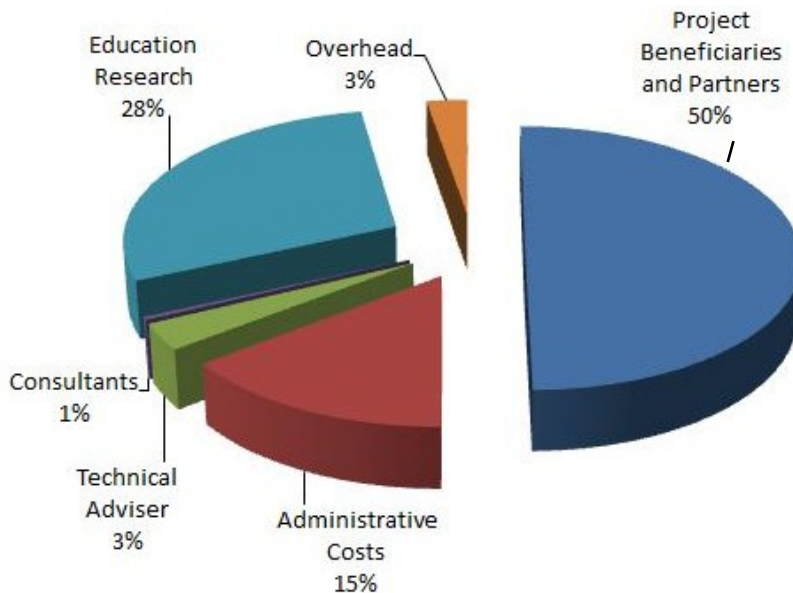
Description	Amount (US\$)
Total Project Revenues FY2013	3,111,533.75
Balance Forward from FY2012	205,803.41
Interest Income	740.63
Available Assets in FY13	3,318,077.79
Total Expenditure in FY13	2,787,556.71

Fund Utilization Rate 84%

Fund Receipt Trend



How was the \$ spent?



Revenue Streams in FY2013

Donor	Amount (US\$)
Creative Associates International, Inc. (CAI)/ USAID	1,602,435.09
World Education, Inc./USAID	629,776.92
The Oaktree Foundation	234,543.29
Intervita	201,135.74
The Asia Foundation	193,436.43
Save the Children	72,205.31
Terre des Hommes	69,438.30
TRAC/All Children Reading	68,634.78
Classroom of Hope (CoH)	58,494.45
Aflateen/Barclay's Capital	40,179.00
Lotus Outreach	33,122.40
CIAI	21,510.00
Aflatoun/Barclay's Capital	19,121.31
The Breteau Foundation/ ISHS	16,450.00
NEP/CEQE	10,000.00
See Beyond Border	3,720.00
American Jewish World Service	3,094.14
World Food Program*/VSO	In-kind Support
New Revenue Received FY2012	3,111,533.75

*In-kind support not tallied in Total Revenue Received in FY2013.

Not 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 FY2013

Senior Management Team (SMT)



Sao Vanna
Executive Director



Hin Sim Huon
*Vice Director & IBEC
Program Manager*



Kurt Bredenberg
Senior Technical Adviser



Ali Lane
Adviser at Large



Paola Massa
Capacity Building Adviser



Bo Sambath
Finance Manager



Chuon Saran
*Human Resource &
Admin Manager*

Other KAPE Management Team Members *(In alphabetical order)*



Carole Williams
*SDPP Research,
Monitoring and Evaluation
Specialist*



Chea Kosal
*Country Coordinator SDPP
(Semi-autonomous Project)*



Hang Piseth
*Program Manager
I'm learning*



Hem Mary
IEP Manager



Karishma Sushilkumar
Communications Adviser



Ma Chan Sopheap
*Capacity Building
Manager*



Mai Sarith
*Program Manager
REACH*



Or Phiran
Scholarship Manager



Ouk Sothira
*SDPP Education
Specialist*



Phuong Sareth
IMS Manager



Pich Sophoeun
SFP coordinator



Set Soleakna
*Program Coordinator
TRAC*



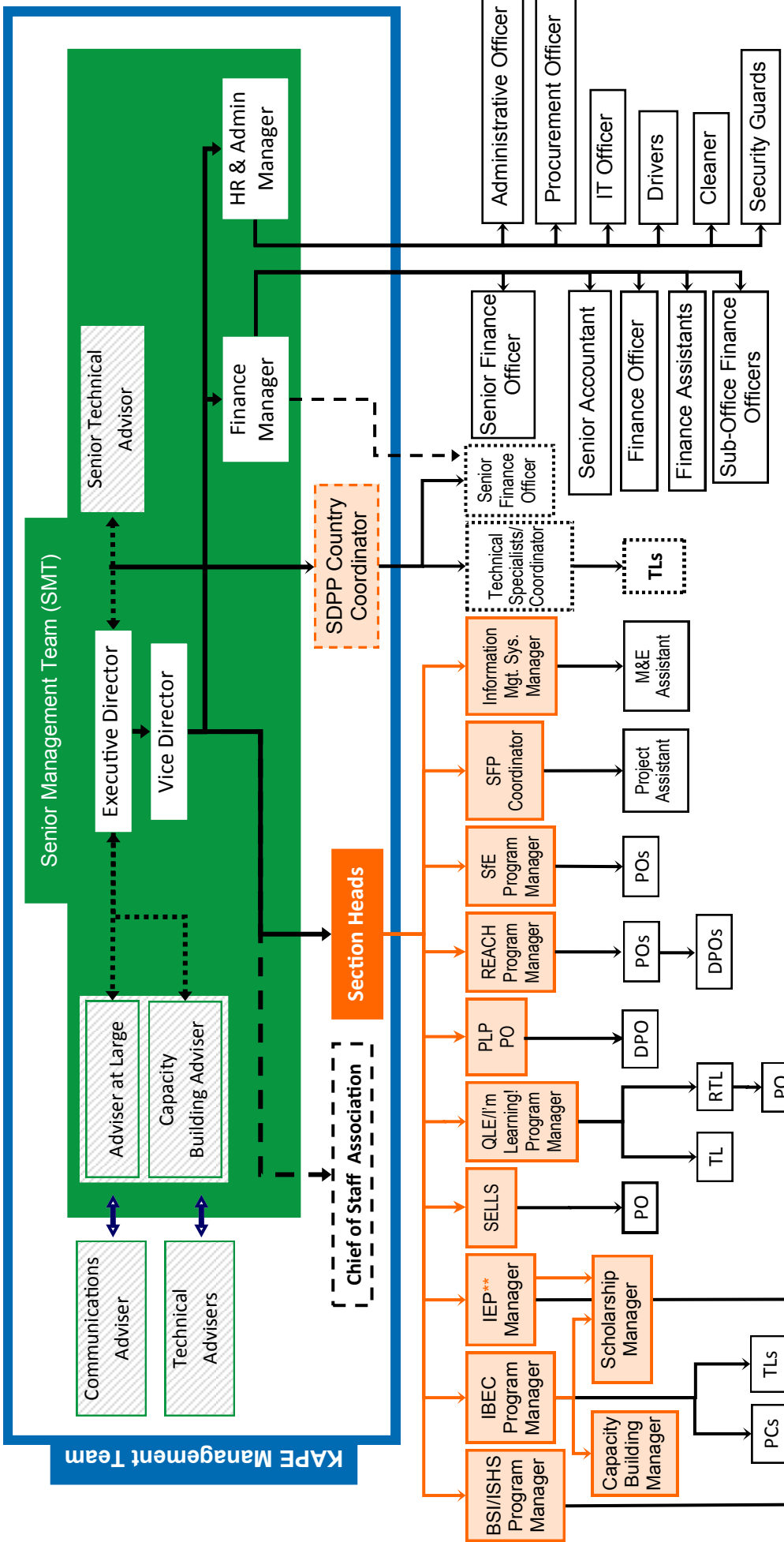
Sless Tahieat
*Program Manager
SfE*



Soeurng Vann
*Program Manager
BSI*



Sum Vannak
*TTS Publishing
Manager*



BSI	Beacon School Initiative	IEP	Inclusive Education Program	PLP	Proactive Learning Project
DPO	District-based Program Officer <td>PC</td> <td>Provincial Coordinator <td>SDPP</td> <td>School Dropout Prevention Pilot</td> </td>	PC	Provincial Coordinator <td>SDPP</td> <td>School Dropout Prevention Pilot</td>	SDPP	School Dropout Prevention Pilot
SELLS	School Enabling Long Life Skills <td>PO</td> <td>Program Officer <td>SFP</td> <td>School Feeding Program</td> </td>	PO	Program Officer <td>SFP</td> <td>School Feeding Program</td>	SFP	School Feeding Program
IBEC	Improved Basic Education in Cambodia <td>QLE/I/m learning!</td> <td>I/m Learning! <td>TL</td> <td>Team Leader</td> </td>	QLE/I/m learning!	I/m Learning! <td>TL</td> <td>Team Leader</td>	TL	Team Leader

Section Heads

←...→ Two-way arrows = Relationships with Advisers.

--- Dashed Boxes = Autonomy. SDPP is a semi-autonomous project. The Staff Association is a fully autonomous collective.

POs** The IEP umbrella comprises the Girls' Education Initiative (GEI), Cambodian Tertiary Scholarship Project (CTSP) and Phnong Education Initiative (PEI). "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.



KAPE Staff

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.



KAPE

Kampuchean Action for Primary Education

“Development with a Human Face”

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