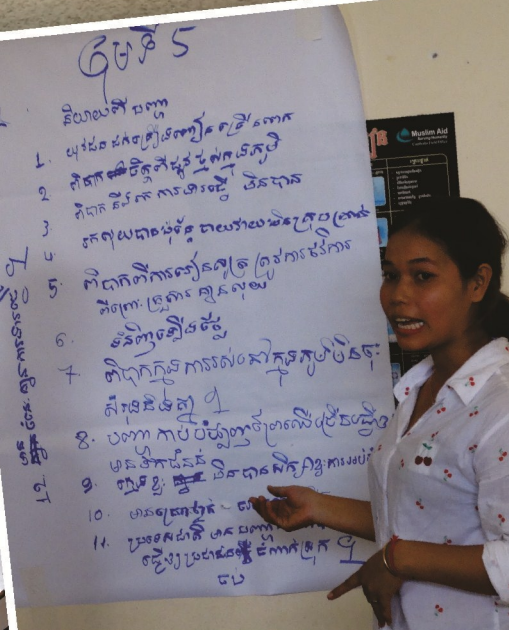




KAPE

Kampuchean Action for Primary Education

"Development with a Human Face"



Annual Report 2014

January 30, 2015

KAPE registered at the Ministry of Interior since 1999.

KAPE is a local non-profit NGO working primarily in the formal education sector in 14 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

January 30, 2015

On behalf of all KAPE Staff, I am happy to present the following Annual Report for agency operations during the 2014 Fiscal Year.

KAPE ended the year with some very encouraging signs for things to come in the future. This included a high profile Ministerial visit to KAPE's experimental 'Beacon School Initiative' at the Demonstration School, which led to a major national 'Workshop on Future Generation Schools' that was funded by USAID and the Ministry of Education, Youth, and Sport. The event gave tremendous recognition to KAPE's cutting edge work in the area of improving educational quality through new approaches such as mixed management models in schools and Public Private Partnership. The Minister of Education himself participated in the workshop for its entire two-day duration, which was a great honor for KAPE and its partners.

Although KAPE saw the successful closure of the Improved Basic Education in Cambodia Project (IBEC), our five-year flagship project funded by USAID, we received some excellent news about the approval of 2 new projects that will be highly strategic for our future and will help to replace diminished funding for education from the US Government. This included the approval of a new grant from All Children Reading (Round 2) and a new partnership with Child Fund/Australia. The ACR grant was a global competition and KAPE was one among only a few agencies selected, which speaks to the agency's strength in innovative project development. At the same time, the new partnership with Child Fund promises to be a very long-term and dynamic new association that will help continue our work in educational innovation.

KAPE witnessed other milestones during the year including our first time support for scholarship support at tertiary level in Thailand as part of our new MoU with the Royal Thai Government. These scholarships for 11 students are a joint venture funded by both the Oaktree Foundation and the Thai Ministry of Education. The scholarships are overseen by KAPE's Girls' Education Initiative (GEI), our longest-running project, and will contribute to peace and mutual understanding between the two Kingdoms.

KAPE also completed a new Strategic Plan that updates the direction of our programming for the next five years, particularly as we see the gradual diminution of funding support from the US Government, which has always been the source of greatest support for Cambodian civil society among bilateral donors. New strategic areas include greater emphasis on youth programming, early grade literacy, and Public Private Partnership. The agency will also intensify its advocacy to increase the role of national agencies in the formal education sector using the health sector as a model to guide our efforts.

KAPE would once again like to thank the Ministry of Education, Youth, and Sports, its development partners, and local civil society associates for their close collaboration over the year and we look forward to even closer collaboration in the coming year.



Sao Vanna
Executive Director

Reflections & Looking Forward!

In spite of the daunting programming transitions described above, KAPE's program development team has been highly active in developing new programming and identifying new donors. In all, 11 new project designs were developed during the year of which 7 have been approved, 3 are still pending, and one was unsuccessful. Several of these awards were highly competitive including the E4K Project, which was a global competition where KAPE was only one of a handful of selected agencies. The *All Children Reading Coalition* is a grouping of donors that includes USAID, AusAID, and World Vision and ACR awards are quite prestigious. In addition, KAPE has finalized an agreement with *Child Fund* to begin a long term strategic relationship focusing on educational innovation. This will prove to be a very important relationship for KAPE's future programming. Several other project designs involved successful negotiations with donors to extend a project. This included an agreed two-year extension for the *Beacon School Initiative*, which is one KAPE's highest profile projects. Similar negotiations are also under way with WeWorld/Intervita for the REACH Project.

Another interesting development in terms of new programming has been a promising dialogue with the new Minister of Education who would like to provide direct funding to KAPE from the Ministry to assist in pushing forward new educational reforms, especially those involving Future Generation Schools. While negotiations continue, KAPE sees this opportunity as a means to further increase its close working relationship with the Ministry.

At the same time, KAPE continues its efforts to support associated social enterprises, which use market forces to support educational innovation. This refers mainly to *Thunthean Seksa*, which has produced many teaching aid prototypes during the year and has steadily built a market for its products. TTS reported revenues of over \$200,000 during the year, which are being re-invested into additional product development as well as support for poor schools. Although TTS is independent of KAPE, the two entities maintain a close relationship and provide mutual support.



New Program Development

Project	Partners	Donor	Status	Funding Period
1. E-books for Khmer (E4K)	• Thun Thean Seksa (TTS)	All Children Reading	Confirmed	2 years
2. Easy2Learn	• --	Child Fund/Australia	Confirmed	3 years
3. Educate a Child	• Aide et Action • CARE	Qatar Foundation	Confirmed	3.5 years
4. Books for Asia	• --	The Asia Foundation	Confirmed	9 months
5. Beacon School Initiative (Extension)	• --	Oaktree Foundation	Confirmed	2 years
6. Cambodia Tertiary Scholarship Program (New Batch)	• --	The Asia Foundation	Confirmed	4 years
7. REACH Extension	• Ciai	WeWorld-Intervita	Pending	1 year
8. Accountability for Social Services (A4SS)	• Family Health International 360 • Health & Development Alliance	USAID	Unsuccessful	3 years
9. QLE Expansion	• To be determined	Save the Children/NORAD	Pending	2 years
10. Empowering Youth through Education and Advocacy	• PoEYS • PoLVT	Private Donor	Confirmed	9 months
11. New Generation School Initiative	• --	Ministry of Education, Youth, & Sport	Pending	Open-ended

Program Profile

Donor	USAID through World Education
Direct Beneficiaries	81,024 Primary School Students (39,301 girls) 55,359 Secondary School Students (24,981 girls) Total Beneficiaries: 136,383 (67,519 girls)
Budget Received FY2014	USD 397,026
Unit Cost per Beneficiary	USD 2.91
Provinces Covered	6 Provinces (Kg Cham, Kratie, Siem Reap, Svay Rieng, Prey Veng and Kampong Thom)
Districts Covered	49 Districts (16 in Kg Cham, 9 in Kratie, 6 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)

The IBEC Project is the culmination of many years of KAPE programming that uses an *integrated project model* to address problems across a wide spectrum including educational access and quality, health, parental engagement, and school management. The project supports many interventions such as 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. Key milestones achieved by the project during its implementation include the development of Cambodia's first life skills education curriculum, the accreditation of KAPE & BSDA, and expansion of ICT in education services.

Project Update

After a five-year run, the IBEC Project reached its conclusion during the current fiscal year, ending in September 2014. An independent external evaluation of the project concluded, '[T]he end of project performance evaluation provides evidence to confirm that IBEC largely achieved its objectives to improve access, quality, and relevance of basic education in Cambodia' (p. 39). Indeed, the project achieved 94% of its performance indicators. The project's successful conclusion marks both a triumph for the agency as well as a time to ponder how to push forward the many initiatives that the project established. The success of the IBEC Project in terms of the number of performance standards achieved (94%) and its impacts on both educational access (e.g., declines in dropout) and quality (e.g., improved promotion rates among failing students, reductions in teacher shortages, Life Skills Education Curricula) is evidence that *holistic educational designs* are both feasible and effective, in spite of the increased complexity that they imply.

Nevertheless, the above outcome gives pause for thought when considering recent developments in the sector that are trending back to a time of simpler, more uni-dimensional programming. IBEC is perhaps the last of a long line of integrated education projects in Cambodia (e.g., CFSI, ESCUP, SFL) that were built on the painful lessons of the past in which uni-dimensional programming resulted in static rates of school efficiency. Several studies that were funded by donors at the beginning of the last decade concluded that projects must be multi-dimensional in design to be effective. Such conclusions demonstrate both the evidence-based justification for integrated projects like IBEC while the overall positive results of the project itself have generally verified the feasibility of such designs in spite of their high level of complexity.



Promoting Innovative Practice: A thoughtful primary school teacher uses 'group writing boards' to organize student group work.



MoEYS Approves Life Skills Manuals: With the assistance of the new Minister of Education, IBEC was able to work with Ministry departments to expedite the approval of 28 Life Skills Manuals in time for the 2014-15 academic year, providing Cambodia with its first structured life skills curriculum for the new century.

Snapshots

Empowerment through ICT Access:

IBEC pioneered not only digital literacy in its programming but also the ability of students and teachers to sustainably use ICT in learning. Here, a high school student makes a PowerPoint Presentation.



Linking Life Skills, Livelihoods, & Scholarship Assistance:

A scholarship recipient inspects his family's ducks that were purchased with a livelihoods grant from the project



Solving Teacher Shortages: A Community Teacher in a rural school in Kratie checks students' attendance →



← **School Newspapers Produced by Students:** ICT Facilities in schools enable students to put their ICT skills to work in a way that builds community in schools

Performance Indicators Achieved by IBEC

Component	Total Annual Indicators	Achieved (%)
1. Capacity Building	9	100%
2. More Equitable Access	24	88%
3. Improved School Mgt & Community Engagement	11	100%
4. Improved Educational Relevance	26	96%
Total (All Indicators)	70	94%

Program Impact

There were many key innovations that the IBEC Project contributed to the education system over its five-year implementation period. Some of the more important of these innovations include the following key successes:

- Successful Life Skills Curriculum Development and National Adoption:** The project developed a structured life skills curriculum for lower secondary schools responding to many identified problems.
- Strengthening Civil Society:** Institution-building efforts resulted in the accreditation of two civil society partners by CCC.
- Innovations in Public Private Partnership:** IBEC assisted KAPE in setting up a social enterprise called *Thun Thean Seksa* or TTS, ensuring sustained access to innovative teaching and learning aids to all schools.
- Developing Innovative School Selection Approaches:** The project was able to establish new methods of school selection based on structured surveys of interest and motivation among candidate schools.
- Innovations in ICT Access:** IBEC also successfully mainstreamed revolutionary innovations in technology in rural Cambodian secondary schools using what are known as *thin client devices* in 26 schools.
- Career Counseling Innovations:** IBEC is the first project to develop a hands-on approach to school-based *career counseling*.
- Additional Innovations in Educational Quality:** Other key achievements of IBEC in the area of educational quality include the introduction of (i) subject classrooms, (ii) provisions to maximize science lab utilization, and (iii) the use of Student Councils and Subject Clubs to amplify student learning.
- Sustaining Technical Innovations through Increased Involvement of Commune Councils:** From its inception, IBEC sought to engage commune councils in improving educational services to local schools. This engagement process involved training schools to advocate with Councils for funding support from investment funds received from central government, thereby establishing institutional habits of support to local schools, which will continue after project completion.
- Establishing Beacon Schools as a Means to Promote Best Practice:** Beacon Schools are special schools with generally strong management that can be trusted with higher levels of investment and the required maintenance of these investments. Beacon Schools have received very strong recognition by MoEYS and various elements of the approach have been incorporated into recent educational reforms.
- Solving Teacher Shortages:** Another major success of IBEC relates to its strategy to address teacher shortages. This approach relies heavily on local teacher recruitment, PTTC-level scholarships, and the use of Community Teachers on an interim basis. The strategic recruitment and placement of teachers in this way has helped to reduce PTR levels by 8% in target areas and field 360 locally recruited teachers.
- Massive Expansion in Access to WASH Facilities:** Over the five-year period of its implementation, the project invested approximately \$1 million in WASH systems in 290 schools benefiting about 133,580 children and teachers. Many of these investments have introduced new designs in WASH facilities such as Wash Stations and Toilet Blocks with aesthetic designs to blend into the school environment.
- Strong Ministry Buy-in:** For each of the achievements mentioned, IBEC achieved a high level of project 'buy-in' and support by MoEYS stakeholders at the highest levels, as witnessed by the expedited approval of life skills curricula and Beacon School approaches.

School Drop-out Prevention Pilot (SDPP)

Program Profile

Donor	Creative Associates International/ USAID
Direct Beneficiaries	59,271 (27,348 Female) receiving one or both SDPP interventions in the treatment schools; <ul style="list-style-type: none"> • 20,969 (8,633 Female) – EWS & CL • 20,518 (8,578 Female) – EWS only • 17,784 (10,137 Female) – CL only
Budget Received FY2014	US\$ \$1,311,546.29
Unit Cost per Beneficiary	N/A during this year
Provinces Covered	6 Provinces: Banteay Mean Chey, 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	May 2015

Project Update

Piloting the two interventions

School personnel, having received EWS refresher training at the start of the school year, continued to implement the Early Warning System (EWS) in the 215 treatment schools across the 6 target provinces in the 2013-14 academic year, paying special attention to over 40,000 at-risk G7-9 students. Identification of at-risk students was completed early in the school year for new G7 students and any transfer-in students to add to those already identified from the previous year and still attending, using established dropout factors such as absence from school, poor course performance and behavior amongst others. These students received a range of follow-up support from their homeroom teachers and school personnel to reduce their dropout risk, including monitoring performance, communication with parents, home visits, increased in-class attention, and case management meetings. EWS refresher trainings were also provided to PTA/Community members in all of the target provinces in January and February 2014. Training focused on improving their communication and facilitation skills when holding the planned community meetings during the year to raise awareness of the impact of dropout and to encourage parents to support their child to stay in school. PTA members were also active in conducting home visits to absent or poorly performing students either with school personnel or alone, after being alerted by the school.



Early Warning System: Homeroom teacher provides support to at risk students in class

project's IT staff continued to respond to computer problems in each province. One such problem being access to the solar panels for maintenance and so the SDPP IT staff worked with the schools to construct a step ladder out of locally-sourced materials such as bamboo so that they could use this to climb up onto the roof to regularly clean the solar panels.

Each of the 322 treatment and control schools were provided with certificates of appreciation and a box of 80 fiction and non-fiction books for students as a reward for their participation in the project during the previous year.

The School Dropout Prevention Pilot Program (SDPP) is a five-year multi-country program, funded by the U.S. Agency for International Development, aimed at mitigating student dropout from primary and 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 Meancheay, Battambang, Kampong Speu, Prey Veng, Pursat, and Svay Rieng. In 2011, key education stakeholders developed ideas for dropout mitigation through a consultative process. Two priority interventions—an Early Warning System 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, Installation of 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.

The EWS anti-dropout toolkit comprising of wall planners, diaries and banners were reprinted. The posters with anti-dropout messages were redesigned with helpful instructions for use and compiled into a sturdy spiral-bound stand that is easily carried from place to place. All were distributed to the 215 treatment schools.

Over 38,000 G7-9 students in the 108 schools with SDPP-installed computer labs across the provinces were able to study computer literacy through the MoEY6 target S-approved curriculum of OpenOffice programs for 2 hours per week. The project continued to provide refresher trainings to teachers and School Directors with a focus on IT maintenance for sustainability. The

MoEYS support for the intervention, Impact Evaluation

The MoEYS's Coordination Body met with the project staff several times in the year to be updated on the program progress and provide support for implementation of the program. Encouraged by anecdotal evidence of the impact on reducing dropout in schools and their observation in school visits, the Coordination Body members worked with the team to develop and receive approval from MoEYS on the Guideline for implementation of both EWS and CL interventions after the end of the program. They were also involved in other SDPP activities such as meetings and trainings, providing support and advice.

Another round of data collection for the impact assessment of the project was completed for the 322 schools, collecting data on school facilities, student records of absence, performance and behavior for over 110,000 students with 8,780 student interviews and 3,573 teacher interviews on attitudes and practices regarding dropout. The KAPE team carried out two fidelity checks on the treatment schools to ensure the program is being implemented as designed and to ensure no contamination in the control schools. Focus Group Interviews (FGI) were conducted with over 400 respondents, including students, parents, school personnel and community members from treatment schools to augment the data obtained through the impact assessment study and inform improvements in SDPP intervention design for future use by government and others, and indicate what is likely to be sustained.

Two senior SDPP staff joined the Comparative & International Education Society (CIES) held in Toronto, Canada, presenting on the involvement of the Cambodian community to prevent student dropout within the SDPP project.



MoEYS Secretary of State HE Im Koch chatting with the students learning computer in one of the project's computer labs.

TRAINING SCHOOL and COMMUNITY TO SUPPORT AT-RISK STUDENTS IN 2013-14	REFRESHER TRAINING PARTICIPANTS IN 2013-2014	Provinces						Total
		BTB	BMC	PS	K. Speu	PV	SVR	
In 2013-2014, over 3,600 MoEYS staff from school to national level and community/PTA members received training and refresher courses on the Early Warning System and Computer Lab interventions.	EWS and Computer Lab Refresher Training							
	HRT/School Directors - EWS	372 (187F)	260 (133F)	236 (108F)	317 (90F)	412 (142F)	345 (70F)	1942 (730F)
	Computer teachers/ School Directors	113 (31F)	84 (15F)	90 (15F)	111 (11F)	120 (18F)	125 (8F)	643 (98F)
	POE/DOE Officers	21 (4F)	15	15	12	20 (1F)	17 (3F)	100 (8F)
	MoEYS's Officials	3	5	5	2	4	4 (2F)	23 (2F)
	Total	509 (215F)	364 (147F)	346 (123F)	442 (101F)	556 (160F)	491 (83F)	2708 (829F)
	PTA/Community refresher training in EWS							
	All participants	159 (38F)	117 (19F)	118 (10F)	167 (13F)	188 (14F)	182 (19F)	931 (113F)
	TOTAL ALL TRAINING	668 (260F)	481 (167F)	464 (133F)	609 (114F)	744 (175F)	673 (102F)	3639 (951F)

EWS AND COMPUTER LAB INTERVENTION RESULTS

The following table outlines some of the main activities implemented in schools and communities in the six target provinces in the academic year 2013-2014:

School/Community-level Activities in the six target provinces	Total (2013-2014)
# Phone calls to parents by school	11,842
# 3 day absence letters sent to parents of students in grades 7- 9	9,419
# 10 day absence letters sent to parents of students in grades 7- 9	1,964
# Participation agreements signed by parents and students	1,664
# Home visits by School/community (including repeat visits)	44,072
# Community Meetings held (averaging 3 meetings for each school as per the design)	641
# Total Persons attending Community meetings (averaging 39 people participating in each meeting, with just over 50% of which are female)	24,735 (12,455 female)
# callouts to computer labs to solve problems (including problems with phones provided by SDPP to call to parents of at-risk students)	573
# DOE visits to school	937
# POE visits to schools	97



CL Refresher Training: MoEYS' trainer explaining a computer lesson to computer teachers.

Beacon School Initiative (BSI)

Program Profile

Donors	The Oaktree Foundation/Flight Center, Chinese Association, Breteau Foundation, Private Donor, Apple Corporation
Direct Beneficiaries	<ul style="list-style-type: none"> • 1,828 students from Grades 7 to 9 (888 girls) • 84 Grade 7-9 teachers (39 female) • 13 school management team members (2 female)
Budget Received FY2014	US\$ 110,683.23
Unit Cost per Beneficiary	\$57
Provinces Covered	Kampong Cham & Tbong Khmum
Districts Covered	3 districts
Target Secondary Schools	3 lower secondary schools
Start Date	January 2011
End Date	September 2016

Project Update

BSI has now completed its funding cycle of 3 years and nine months with the first year focusing mainly on investments in infrastructure upgrading followed by three annual cycles of investment in technical and material inputs in three lower secondary schools. The BSI Project is unique among the projects supported by KAPE in that it is characterized by revolutionary changes in school governance structures that feature a more direct role for non-state actors (NSA) in the management of schools (e.g., Oversight Boards comprising NSA partners). In this sense, the project has been a dynamic experiment in *Public Private Partnership (PPP)*, which has generally been avoided by most other donors due to an

aversion to risk and controversy.

As Phase 1 of the project comes to a close and a new phase begins, there have been a number of dramatic breakthroughs at the policy level with strong endorsements received from the Ministry of Education, Youth, and Sport. These developments set the scene as Phase II of the project begins in October 2014 with many opportunities for sustained support through an emerging policy framework that centers on a *Social Equity Fund* and a tentative acceptance of a voluntary fee structure in the public schools.

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).



Experimenting with New 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."

What we provide. . .

Educational Facilities

- ICT Lab for Students in Grades 4 to 10
- State of the art Science Education Lab
- Library & Media Center with access to Mobile Learning Devices for Grades 1 to 3
- Experimental Classrooms for Early Grade Literacy
- Playgrounds and Sports Facilities
- Student Canteen
- Art Room Facilities

Teaching Methods and Programming

At the Demonstration School, our teachers use the newest instructional methods to teach your children including Cooperative Learning, Project Method, and Constructivist Learning.

We also provide support for Subject Clubs in Science, Writing, History, Film and other Subjects

Other Services:

- Optional lessons in Chinese
- Career Counseling
- Fish & Frog Raising
- Mushroom Cultivation
- Hydroponic Gardening
- Field Trips
- Working with Australian youth



Our Commitment to your Children . . .

We promise that . . .

- We will not allow teachers to charge *rien kua* fees that are mandatory for passing
- We will not allow teachers to sell cakes and snacks in the classroom
- We will keep you informed of your child's learning and when they are absent from school
- We promise that we will treat all children equally and place the highest priority on their learning
- We will not charge for test papers during examinations
- We will not use corporal punishment to maintain discipline

To maintain our educational standards, we ask assistance from parents as follows:

- A voluntary user fee of \$65/year (\$32.50 per semester) to supplement the salaries of teachers and maintain the school and its facilities (for new students ONLY)
- Attend regular parent meetings where we report on school issues and how we use income from all sources.

Our Commitment to Help the Poor

The Demonstration School will admit about 140 new students in 2014-15. We will keep 50% of these places as free seats for parents who cannot afford to pay, pending a household visit to verify income.



A Manifesto and a Commitment

The Demonstration School makes a public promise to the community for quality and good governance.



New Innovations This Year

For the first time in the history of the public school system, KAPE has successfully developed a model of school governance rooting out under-the-table 'rien kua' fees that discriminate against the poor and divert local resources away from school investment. KAPE received permission from parents and Ministry to introduce voluntary user fees for middle class parents at the Demonstration School that pay for teacher incentives for high performance. The fees are waived in the case of poor children. Teachers have agreed to discontinue all 'rien kua' activities in lieu of the incentive payments. For the first time in the history of the Cambodian public school system, poor children at the Demonstration School are receiving an education of high quality that is truly free, unlike most other schools where education is officially free but where everyone pays. KAPE has kept the Ministry of Education closely informed of these activities and hopes to work with government on replication in other schools.

Program Impact

The BSI Project identified 30 performance indicators as the basis for monitoring activities and a determination of its success. Some of these indicators are product-based (e.g., establishment of Student Councils, completion of an external evaluation, etc.) while others deal with more higher-order outcomes (e.g., impacts on policy, reductions in dropout rate, etc.). At project's end, BSI had achieved 27 performance standards (within a margin of 10%) or 90% of the total. Significant achievements reflected an improvement in student attitudes towards school, a 66% decline in dropout, the creation of an effective Oversight Board, large-scale access to science and ICT labs, and dramatic changes in policy accommodation at national level.



Activities during Oaktree-sponsored Youth Exchange Program: Cambodian students do group work during a presentation (above); Cambodian-Australian youth at the Demo School



Stronger than Anticipated Demand from Parents: A group of parents complete the registration process at the Demonstration School where a new experimental governance and fee structure has been introduced.

Program Profile

Donors	Breteau Foundation
Direct Beneficiaries	1,017 (493 Female)
Budget Received FY2014	\$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.



Ready access to medical supplies and equipment

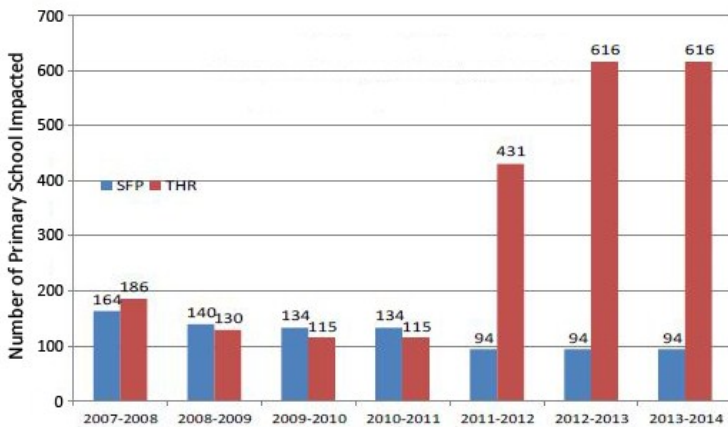
School Feeding Program (SFP) Take-home Ration Program (THR)

Program Profile

Donor	UN World Food Program (WFP)
Direct Beneficiaries	SFP: 34,588 students (16,711 girls)
In-kind Support Received in FY2014*	SFP: US\$ 506,324.509
Unit Cost per Beneficiary	SFP: \$15 per child THR: \$88 per child
Provinces Covered	1 (Kampong Cham)
Districts Covered	17
Target Primary Schools	616
Start Date	October 2002
End Date	July 2014

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

Number of Primary Schools supported by SFP and THR



The School Feeding Program is one of KAPE's longest running Projects. Starting in 2002, the project has been very effective in providing synergies with KAPE's other programming that is school-based, especially with regards to scholarship programs targeted at the most vulnerable children. From the time of its beginning, the project has become more sophisticated, expanding from School-feeding activities alone to Take-home Rations that are more sharply focused on the poorest of the poor. The introduction of ID Poor Cards by the government has also helped to ensure that only the most needy families benefit from the Take-home Ration Program, which includes rice, oil, and beans. Due a geographical shift in programming, WFP will be phasing out the program in Kampong Cham in 2014.

The School-Feeding and Take-home Ration Programs are designed to address several problems. By reducing morning hunger among young children, they improve concentration and learning. Both programs also constitute an in-kind cash transfer to parents, thereby creating an incentive for children to come to school and stay in school, especially girls. SFP THR are currently active in 616 schools in Kg Cham.

Snapshots



Take-home rations being provided to poor girls in a KAPE target area. THR creates an incentive for parents to keep their daughters in schools and improve gender parity indices in local schools.

Employing Principles of Good Governance in Program Administration: A Responsible Teacher verifies students' official papers and receipt of rations with a thumb-print before parents take the food stuffs home.



Program Profile

Donor	Classroom of Hope (CoH) & Global Development Group (GDG)
Direct Beneficiaries	5,044 children (2344 girls)
Approximate Number of Indirect Beneficiaries	(est.) 10, 088 Parents; 60 teachers; 15 school directors. Total: 15,207 persons
Budget Received FY2014	US\$ 74,911.37
Unit Cost per direct Beneficiaries	\$14.85
Provinces Covered	1 (Kampong Cham)
Districts Covered	1 District (Krouch Chhmar)
Target Primary Schools	15 primary schools
Start Date	October, 2013
End Date	30 September, 2015

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

Key Elements of SfE's Technical Approach

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

Project Purpose/Objective:

The program's *purpose-level objective* is to develop child friendly school models that are truly *excellent* in several dimensions including educational quality, inclusiveness (for girls, minorities, and the physically challenged), and local stakeholder engagement (i.e., parents, community, school personnel).

Activities in *Schools for Excellence* have been clustered into four groupings.

- (i) School capacity building activities.
- (ii) School upgrading activities linked to the Child Friendly School Activity Menu that are facilitated through school grants of about \$730 per school.
- (iii) Activities to facilitate outreach to local communities to increase their engagement in education.
- (iv) Focus on local partner capacity building including schools, communities, and civil society. As an older and more established agency, KAPE has been providing institution-building support to *Children's Action for Development* (CAD), a local NGO in Battambang, to assist in the development of financial, administrative, and service delivery systems.



Investments in education in rural schools makes students feel more confident and motivated in pursuing their studies

Key Activities



Community Engagement: SSCs, DoEs, Teachers, and students celebrate a Child Rights Ceremony and Market Simulation at school level.

- Developing annual school improvement plans
- School mapping and scholarship support for poor children
- 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 their classroom practice.
- Using toolkits (learning aids) in the library or classrooms in order to reinforce reading for the early grades.
- Life skills programming 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.

“ Education gives hope for the future.”

Project Update

- » The external 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 “good value for money”’.*
- » 93% of schools reported a decline in dropout.
- » 87% of schools reported a decline in grade repetition.
- » By the end of the school year 2013-2014, retention rates in schools were 97%, with drop out rates at only 4% compared to the baseline of 9%.
- » Teacher shortages have been greatly reduced (from 62 teachers to 21 teachers) through a combination of local advocacy for teachers, local teacher recruitment, and fielding Community Teachers.
- » Pupil-Teacher Ratio levels have decreased from 78.6 to 45.7 as a result of advocacy for more teachers.
- » The Gender Parity index increased from 0.81 to 0.88.

Snapshots



Enhanced learning environments serve as an incentive for children to attend school regularly.



Minority outreach activities have resulted in an increase in school enrolment by girls among the Cham community

Student Focus

Salihas is a disabled Grade 1 student at a primary school in Kroch Chhmar District near the Mekong River. She is from a very poor family.

During school mapping exercises at her school, the School Support Committee identified Salihas as a child out of school and recommended her for both a scholarship and health referral from the Schools for Excellence Project due to her ambulatory condition. Of 22 disabled students recently referred during the quarter, Salihas was one of the ones selected to see a service provider specializing in helping children with polio. KAPE brought her and her mother to Handicap International, which was able to provide her with guidance about how to improve her condition and a wheelchair so that she can move more easily around her school. She spent about a week at Handicap International learning how to take care of her legs with exercises as well as how to best use the wheel chair that they provided. Salihas was so happy when the HI doctor said she may be able to walk in the future if she tries to walk and do more exercise at home. “Hereafter, my daughter can go to school her by herself then I can go to work again,” Solihas’s mother added happily.

At school, Salihas’ teacher also prepared a ramp to the classroom so that she can more easily roll her wheel chair up into the classroom. A helper is also providing assistance to help her to do so. Her teacher added, “Salihas is a hard working student, she often helps her friend learning language as she is good at reading and she likes to read books during break time. She is a very good student.”

Mr. Sakirin, a neighbor who lives next door, is very proud of Salihas who tries hard to study in spite of many obstacles. He thinks that it is great that the *Schools for Excellence Project* was able to provide this assistance to her. If not for the project, Salihas would be in a much more difficult situation.

Salihas and her mom would like to say thank you to Classroom of Hope (CoH) through KAPE. She hopes that CoH will continue providing support to her school where she can enjoy learning with many study materials, play-grounds for her and all students as well. She promises to study hard for hope in the future.



School outreach activities have enabled Salihas to be an avid reader (left) and move about her school more freely after receiving a Wheelchair from Handicapped International (right). Salihas is an excellent example of how SJE enables more inclusive education and synergies with other agency programming.

Inclusive Education Program (IEP)

The inclusive Education Program (IEP) is an umbrella program with 4 donors and 3 projects that complements KAPE's other projects working in the formal education sector. *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.

	Girls Education Initiative (GEI)	Phnong Education Initiative (PEI)	Cambodia Tertiary Scholarship Program
Donor(s)	Terre des Hommes & The Oaktree Foundation	Lotus Outreach	The Asia Foundation
Funds received FY2014	US\$135,068	US\$ 26,252	US\$102,807
Beneficiaries and Core activities	<ul style="list-style-type: none"> • 563 (403 girls) scholarship students • 16 (10 girls) vocational students • 121 (89 female) professional students • 50 (39 female) livelihood families • 157 (57 girls) life skill students • 93 (52 female) global education campaign • 5(1 female) CEFACs • 836(530 girls) career counseling, debating, student council. • 250(134 female) social awareness training to community Total: 2,107 (1,325 female)	<ul style="list-style-type: none"> • 31 Phnong scholarship students (all girls) • 20 Phnong PTTC scholarship students (all female) • 31 (24 girls) Cultural life skill students • 290(150 girls) students celebrated International children day • 1 cultural centre • 1 bathroom • 1 pump well Total : 372 (225girls)	114 university students (all female) Career Development: <ul style="list-style-type: none"> • English classes • Computer literacy • Short course training. Total: 114 (all female)
Schools	14 Lower and Upper Secondary schools 5 Other Institutions (PTTC, RTTC, Nurse, Technology, and Agriculture Institutions)3 vocational colleges in Thailand	2 Secondary schools 1 PTTC	1 University (Western University)
Unit Cost Per Beneficiary	\$64	\$44	\$902
Start Date	August 2000	January 2010	November 2010
End Date	December 2015	December 2015	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. This approach gives real meaning to the agency's motto: **'Development with a Human Face.'** It was for this reason that the Cambodia Tertiary Scholarship Program 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.

↓ Students learn how to think critically through formal debate forums (https://www.youtube.com/watch?v=_bF_b--QJww#t=37)



"Educate a girl, educate a family."

Girls' Education Initiative (GEI)

The Girls' Education Initiative (GEI) began in the year 2000. It is the longest running scholarship activity at KAPE. The project 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. For more information about GEI, visit our YouTube video at the following address: <https://www.youtube.com/watch?v=8aUFKMKDgfo>

Project Update

FY2014 was a very productive year for GEI. In all, 563 (403 girls) lower and upper secondary scholarship students were supported with books, uniforms, pens, monthly stipends, emergency healthcare, and extra tuition classes. 75% of scholarship students obtained access to different life skill activities such as making string bracelets, fruit snacks, growing vegetables, learning about child rights, and debating from the project.

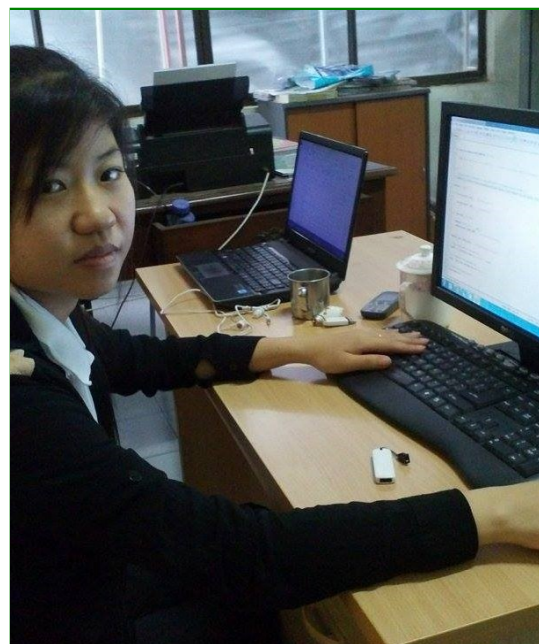
46% of 121 professional scholars (IT, primary and secondary teachers) completed a 2-year training program at the Provincial Teacher Training College in Kampong Cham Province and *Passerelles Numeriques (PN) institution* in Phnom Penh. These beneficiaries are now employed in schools and companies.

Thai Government Scholarships: In close cooperation with the Royal Thai Government, 11 scholarship awardees (7 young women) funded by KAPE and Oaktree Foundation are working towards an Associate's Degree with majors in Architecture, Hotel And Tourism Studies, Electricity, Industrial Agriculture, and Finance in Thailand. Ten students are also being supported in vocational training at *Kampong Cheu Theal Technical High School* in Kampong Thom Province.

Life Skills: 50 families of particularly poor and at risk scholarship students received life skill support from KAPE and all 50 students enrolled at school for the academic year 2013-14. The children were not forced to earn money through hazardous or hard labour to support their families

Career Counselling: 823 students (524 girls) from 13 schools attended training on career counselling. Students learned about identifying short and long term goals, job searching inside and outside of the province, and job interview skills.

Education Campaign: 93 participants (52 girls) attended a campaign in villages where the parents didn't value education and took advantage of their children by forcing them to earn money by working in the fields or in factories. Around 1,000 people from 10 villages heard about rights to education and free education at government schools.



Cheap Sokkean, 22, is one of the first women studying Information Technology of Website Design. She recently completed her 2-year Associate's Degree program at *Passerelles Numeriques Cambodia* in Phnom Penh in August 2014 with funding from KAPE. She is now employed with an IT company in Phnom Penh. She works full time and is able to earn \$160 per month. "Sokkagna is a hard working, friendly, and creative student," her manager says. She is extremely happy to earn a salary to support herself and her family who live in difficult circumstances. Sokkagna received a scholarship from the GEI project since she was in Grade 10. "I am happy that I can apply my communication and time management skills to my everyday work," she said. She added that she would like to continue her studies at university to get a bachelor's degree in IT, if she can.



Clockwise from top left: 11 scholars attend University in Thailand; Electricity students learn new skills; Teachers attend life skills training and a vocational student practices his animal husbandry skills.



Phnong Education Initiative (PEI)

The Phnong Education Initiative (PEI), funded by Lotus Outreach, has been operating in Mondulkiri Province since January 2010 and is now in its fourth 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 candidates to enter a two-year study program at the local Provincial Teacher Training College (PTTC). The latter goal is essential to increase a sense of ownership of the state school system by the Phnong community.

Project Update

During 2013-2014, 31 young Phnong women were supported in lower and upper secondary school and 20 young women were supported at the Provincial Teacher Trainer College in Steung Treng Province. All girls did very well and passed their final exams and are continuing their education with KAPE funding. Four teacher trainers in their final year all graduated and are now teaching in Mondulkiri Province.

6 graduated PEI scholars passed the PTTC Entrance Exam and are taking a 2-year program at the provincial teacher training college in Steung Treng province this year, funded by KAPE.

Various activities were carried out to support and exhibit the Phnong Culture. These included: scarf weaving, The Phnong Dance Club, and the creation of a Phnong Cultural Booklet including different aspects of the Phnong Culture which was given to various schools and the Provincial Office of Education to maintain the Phnong Culture in Cambodia.

Pump Well: 67 students (45 girls) now have access to clean well water located near a dormitory where the scholarship students stay during their study at Oraing Lower Secondary School.



Thae Sreyppov, 18, is a successful Phnong teacher trainee who completed her 2 year program at the Provincial Teacher Training College and now is a primary teacher at Sre Iy primary school where there are many Phnong students studying. "Teaching was my dream when I studied at primary school," she said. "I am excited to meet new friends, students, and communities in my new school. I hope to see many Phnong minority youth working in the government sector."

Students using their new water pump



Students enjoying activities during International Children's Day



"Reaching out to the disadvantaged through education."

Cambodian Tertiary Scholarship Program (CTSP)

The Cambodian 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 who 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. 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 workshops covering:
 - Leadership, motivation, communication skills
 - Understanding Internships
 - Study tours
 - IT Training
 - English language skills.

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

Case Study

Mol Sothea, a year 4 student of Management is a KAPE scholarship student supported by The Asia Foundation. Sothea is from Prey Chhor District, Kampong Cham Province. Her mother, Chum Phon, is a rice farmer and her two older sisters are working as garment factory workers in Phnom Penh.

Sothea received a scholarship from KAPE in 2004 when she was in Grade 7. Thanks to this scholarship program, Sothea was able to finish her education at school and enter university.

Due to her good work ethic and her personal courage, Sothea was selected to be a peer leader for Cohort 1. Forming rules in the dormitory for CTSP students, leading monthly meetings, corresponding with Western University and KAPE were some of her responsibilities. Furthermore, she is the first one who volunteered her time to lead an English Club.

Sothea had a part time job with Phnom Srey Organization as a Peer Facilitator on an HIV/Aids prevention project named "You are the Man". She held the position for one and a half years until the project ended. Then she got another job at Water Shed Organization as a specialist facilitator responsible for promoting and encouraging healthier living in rural communities. Although this job was very challenging, Sothea proved herself to be a hard working and responsible individual. Now she is working with KAPE as a volunteer for the Aflateen Program and is responsible for data entry, communication with school directors and training teachers on life skills. "I feel that I have learned a lot from KAPE and I am able to do things more creatively like research related to life skills and training."

Sothea's dream is to be a politician in the future working on issues such as human rights violations,



The scholars visited library at Burapha university in Thailand in 2014 for a learning exchange. They were introduced to modern technologies.



The graduates of cohort 1 gained their certificates after they had accomplished the requirements of their four-year programs from Western University where 85% are now employed.



Program Profile

Donor	WeWorld/Intervita
Partner (Subgrantee)	Wathnakpheap (WP); Cia
Direct Beneficiaries	<ul style="list-style-type: none"> • Primary Students: 9,144/ 4,230 F. • Pre-primary students: 456/240 F • 10 primary community teachers (6 F) • 25 pre-primary community teachers (100% F) • 35 technical support groups –TSG (7 F) • 185 teachers, directors, and vice directors (51 F) • 360 scholarship students(167 F) • 200 families receiving scholarships for their children • 36 Community Child Protection Networks (10Females) • 18 child youth club
Budget Received FY2014	196,381.20 Euro / USD265,865.75
Unit Cost per Beneficiary	19.63 Euro / USD26.59
Provinces Covered	2 provinces (Svay Rieng and Prey Veng)
Districts Covered	4 districts (3 in Svay Rieng and 1 in Prey Veng)
Target Schools	25 Primary schools 15 pre-primary schools
Start Date	1st July 2012
End Date	30th June 2015

The primary goals of the project are 'to enable at risk children to continue their education in an environment subject to seasonal migration and trafficking'. REACH supports educational access and reduces 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 can 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 repetition of that year. REACH is a three-year project designed to 1) reduce the negative impact of trafficking and seasonal migration on minors and their families, 2) improve access to education, and 3) reduce the dropout rate among children-at-risk within this issue. REACH hopes to achieve these goals by providing direct support to children (scholarships), whilst simultaneously offering opportunities to improve livelihoods through local life skills for students and income generating activities for families.

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: Wathnakpheap, KAPE's implementation partner, works with 300 families to enhance their income generating abilities through an introduction and training about micro-finance activities. This also involves the establishment of Saving Funds Committees comprising community members. Furthermore, they will organize 10 community 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 will be given to migration, child protection and education issues.

Creating Child-Friendly Environments: The project will foster 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 will encourage active participation in the project through Student Council activities, and participatory monitoring and evaluation methods.

Snapshots



Remedial classes for early grades at village level.



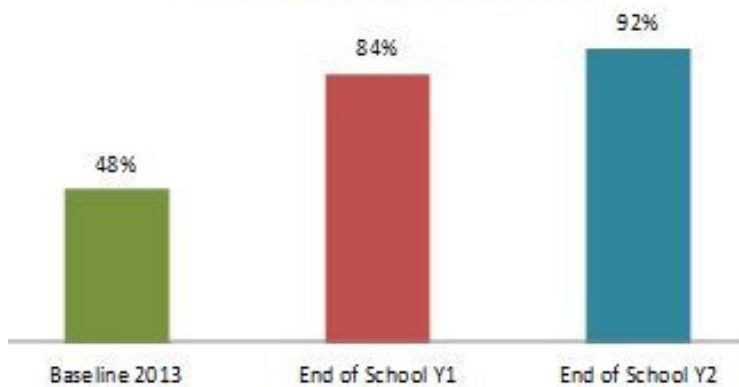
This Scholarship family received a loan from REACH to increase income for her family.

“Strong Communities build strong schools!”

Project Update

- Supporting the development of 25 new annual school improvement plans, including school mapping updating
- Continue supporting Child to Child mentorship, focusing on children helping children and Follow up Remedial support for learners with special needs
- Support Teacher Training, Child Council activities and Life skills programming to make education relevant to local areas
- Strengthen the Leadership role of Directors and Community members, to ensure that stakeholders have the necessary management skills to oversee grant funds effectively.
- Health Education in school improved
- Scholarships for 300 primary and 9 PTTC students
- Study Visit for teachers and School Support Committees (SSCs) to share best practices
- Reinforcing Technical support group (TSG) role
- Library component reinforced to increase students reading and writing
- Income generation activities (IGA) (65 new families received loans in Y2)
- Children community protection network operative (CCPN)
- 25 Pre-primary school teachers and 10 community primary teachers supported.

Child Rights Awareness



Program Impact

- Year 2 Drop out rate decreased in 17 schools out to 25 (68%), from 3.4% to 2.1%
- Children understanding of their rights improved from 48% to 92%, since the start of the project (10 students per school were interviewed as a representative sample).
- School governance improved: 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.
- Teachers performance, measured using the national criteria, improved by 4 points from Y1 (from 66% to 70%).



Prak Voleak is a student that finished Grade 12 at Por Thom High School, Svay Chrum District, Svay Rieng Province. Her family cultivates a small plot of land. She lives with her mother, but her father died since she was in Grade 7. She has 1 brother and 2 sisters and she is the youngest daughter in her family. Besides growing rice, her mother sells porridge near Tanou Primary School to support their living and her study. Although she lives in a poor family, she continued studying and managed to complete Grade 12 in 2012. Then, she wanted to be a teacher but she failed the exam. At that time she was hopeless and thought about going to work in a garment factory. Fortunately, she decided to apply and passed the interview to become a community teacher in the Reinforcing Education Access with Community Help (REACH) project. The primary school was going to be run near her home, at Tanou primary school. She was very happy because she started earning some money to support her living and learnt how to be a good and skilled teacher. In November 2013, she again applied to enter in the PTTC, to be become a state primary teacher, and she passed the exam. With her commitment she managed to pass the difficult exam to be a primary teacher at Svay Rieng PTTC. REACH has been providing her scholarship support to complete the two-year training ever since. Now she is studying in the 2nd year in academic year 2014-2015 in provincial Teacher Training College and she is very happy and thankful to REACH project.

Program Profile

Donor	CIAI
Direct Beneficiaries	803 students(377 girls) 77 teachers (47 females)
Budget Received FY2014	Euro and in kind support from KAPE 6000 Euro for project vehicles (2 motor bikes) 55,000 Euro (New project)
Unit Costper Beneficiary	EUR68.49
Provinces Covered	1 (Pailin)
Districts Covered	1 District (Pailin District)
Target Primary Schools	10 Primary schools
Start Date	September 2012
End Date	December 2014

Project Update

- Conducted base line data in terms of enrolment, drop-out, repetition and promotion at the beginning of the school year 2013-2014.
- School mapping and enrolment campaign at school level conducted.
- 803 students (377girls) from 4 leading schools received food and non– food items-rice, uniforms and hygiene products-to support their special need for education.
- Teachers’ pedagogical training and material provided for 77 teachers (47female).
- Medical support for the most vulnerable students from 04 leading schools provided.
- Minor construction for school rehabilitation (install window bar protection for 4 schools)

Activities	Beneficiaries	Female
Students received food, bicycles, uniforms, material learning, hygiene product and medical support.	803	377
Slow students received remedial classes for 6 months (21 classes of grade 1 and 2 and took 16 hours/month).	197	89
School staff trained on CFS approach and methodology	77	47
School staff trained on life skills	28	12
Students in study clubs.	74	49
Students participating in Child to Child activity.	290	154
Students participating in student council.	87	50
Parents attending parental meetings and schools activities.	451	273
Minor construction for school rehabilitation (install window bar protection)	4 schools(12 rooms)	

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

- Remedial classes to slow learners from Grade 1 & 2 for 6 month period in order to help them learn better.
- Student Council, study clubs and Peer Network supports established
- Parental involvement in special events organized by school such as rice distribution day, life skills program, and visiting the classrooms and consulting with classroom teachers on their children’s results.
- Capacity building for school development committee on CFS (2 times)..
- Good governance in schools improved
- Worked in coordination with the Pailin Education Sector Working Group (ESWG).



Lessons Learnt

- School enrolment campaign activities, including a combination of awareness raising, school map-ing, campaigns in the villages and door to door visits is an appropriate and effective mechanism to seek out school-age children.
- In order to ensure family’s children being part of the school development activities, it is necessary for schools to get their participation in discussions on school management and problems faced by students.
- The involvement of students in maintaining and delivering service of libraries contributes to the improvement of library services and upgrades the capacity of students themselves.
- Remedial classes for slow learners is the main catalyst for reducing repetition rate.
- In order to maintain life skills activities, it is necessary for school directors and teachers to organize local life skills in a simplified way.
- Establishing Student Council is accepted as an effective way to improve school development activities.
- To ensure efficient teaching and learning it is necessary for students and teachers to have sufficient text books.
- Regular capacity building on, CFS for teachers increases attention to students needs.



Life Skills activities



Student Activities with their teacher to discuss about the school rules.

School Management

Mr. Seang Bora comes from Prey Veng, Mesang District. He wanted to become a teacher, so at one point of his life he decided to leave his hometown and go to Pailin Province to sit for PTTC Entrance Exam. He managed to pass the exam and in 2002, he became one of the teachers at **Otavao** Primary School located in Deykraham village in Otavao commune. In 2009, he managed to complete high school studies. Because of his good work, he was appointed as temporary deputy in 2007, in charge of school administration. In 2011, he started studying to become a Lower Secondary Education teacher and, at the same time, was officially nominated Director of the Otavao Primary School by the Ministry of Education, Youth and Sports.

As School Director, Mr. **Bora** has made Otavao School become a model for other schools in Pailin. During the **Pro-Active Learning** Project, he committed and achieved brilliant results, improving school environment, increasing participation of teachers and community in school matters, and cooperating with KAPE and CIAI to guarantee a smooth and productive cooperation. As a result, the POE in Pailin, officially recognized his school as a role model school in the Province. He said that *“I am so happy that KAPE/CIAI provided capacity building to me and my school staff on Child Friendly School Program and Leadership. My staff and I are committed to make our school become a model child friendly school for all.”*

Program Profile

Donor	All Children Reading Grand Challenge (ACR)/World Education (WE)
Direct Beneficiaries	2,352 children (1,168 girls) 87 teachers (57 females)
Budget Received FY2014	US\$ 59,701.11
Unit Cost per Beneficiary	US\$ 25.00
Provinces Covered	2 (Kampong Cham & Siem Reap)
Districts Covered	5 Districts (Tboung Khmum, Oriang Ov, Prey Chhor, Kampong Cham and Chikreng)
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

TRAC aims to enhance children’s acquisition of early reading skills by focusing on the totality of 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.

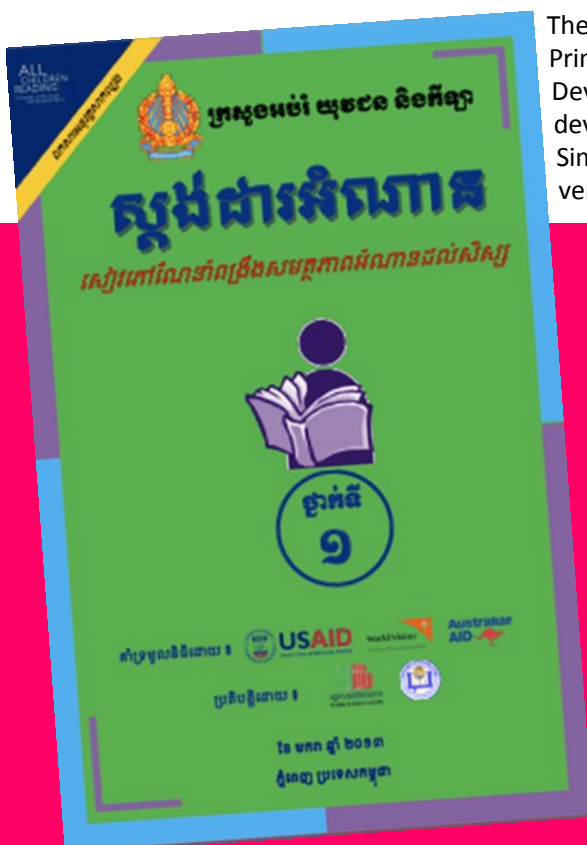
Key Interventions

- Development of Reading Benchmarks and continuous Assessment tests.
- Development of Rapid Response System for children with reading difficulties
- Creating Literacy Coaches to promote the TRAC system
- M-learning application linked to curriculum
- Increased Parental Engagement
- Development of Reading Toolkit

Project Overview

The Total Reading Approach for Children Project (TRAC) is a two-year project that started in October 2012 and completed its funding cycle at the end of September 2014. TRAC is a strategically important project for KAPE that has made major breakthroughs in improving the acquisition of tool reading skills for children in the early grades, mainly Grades 1 and 2. The project has also added tremendous new capacity to KAPE’s technical portfolio in the area of early grade reading. TRAC undertook to create a holistic approach to reading competency that focused heavily on establishing clear protocols for continuous assessment and a rapid response system (RRS) to address the needs of struggling readers. The RRS includes such activities as access to an M-learning application developed by the project, access to a reading toolkit, remedial support, and parental access to literacy games designed to reinforce reading that they can borrow from the library.

The project has been a stunning success with strong engagement from both the Primary Education Department (PED) and the Department of Curriculum Development (DCD). The Ministry quickly adopted the Reading Benchmarks developed with PED and DCD and these are now being promoted nationally. Similarly, the Toolkit has also been approved and the electronic app is proving very popular.



Children use the Literacy Toolkit (left) while others play a literacy game using the Khmer app installed on a school tablet (below)



← Sample of Reading Benchmark Booklet for Grade 1

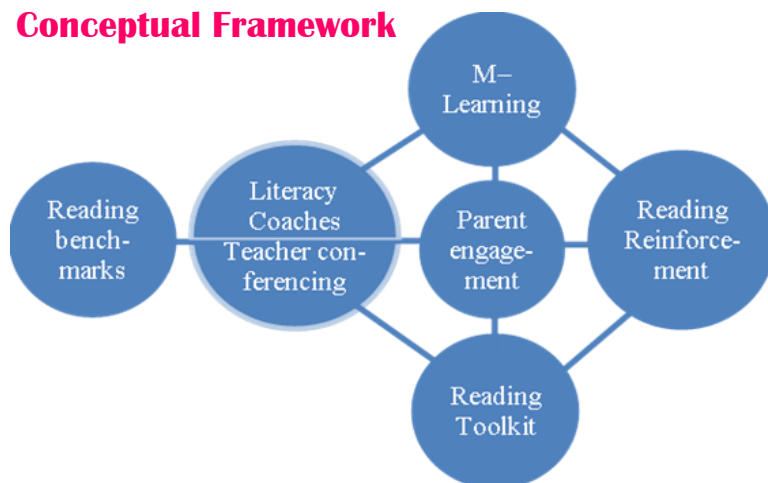
Project Impact

With over 90% of performance indicators successfully achieved during the course of the project, it can be safely concluded that the TRAC Project has been highly successful in what it sought to achieve. This refers mainly to the development of a holistic approach to foster the acquisition of early grade reading by Cambodian children.

Project impacts have been meticulously documented. In terms of higher order impacts involving changes in reading proficiency, the project’s bottom line, TRAC has been able to empirically demonstrate statistically significant changes from baseline values both within treatment schools and in comparison to a number of control schools whose equivalence to the treatment schools was also empirically validated (see table below). These changes were observed both at the end of Year 1 and Year 2, further suggesting that impacts are real.

In addition, these impacts were concurrent with other measures of reading achievement such as observed changes in pass rates and mean scores in students’ internal marks. These empirically validated impacts contribute greatly to efforts to ensure evidence-based development in the area of reading in Cambodia.

Conceptual Framework



Treatment Condition	Baseline Test Score (Cohort0)	Post-Test Score Cohort1	Significant Difference at p=.05 (from baseline)	Post-Test Score Cohort2	Significant Difference at p=.05 (from baseline)
Treatment Schools N0=192 N1=176 N2=187	15.9%	19.7%	Yes	21.8%	Yes
Control Schools N0=92 N1=98 N2=79	14.9%	13.3%	No	6.9%	Yes
Difference Significant at p=.05 (from baseline)	No	Yes	--	Yes	--

Model Teacher

At the age of 22 and with a fresh smile showing her appreciation for the work she’s doing, Ms Ngor Sovannadara tells the staff from the TRAC project her biography. She is a primary school teacher at Hun Sen Komrou Srok, Chikreng District, in Siem Reap Province. She became a teacher in 2013 and with much conscience, she volunteered to be both a teacher and secretary in her school, as well. She always tries to work hard and carefully and she never wastes her time. Miss Dara always perseveres in her work despite the challenges in teaching.

Ms Dara volunteered to work for TRAC because she recognized the importance of the project for the children in the school and community. She helps the work of the literacy coach at her school and does peer support to teachers in Grades 1 and 2. She also supports the school librarian in doing interval tests. In addition, she teaches children how to play reading games in the Literacy Toolkit and to use the tablets provided to her school in the library. Furthermore, she always participates in the informative meetings for parents that regularly take place in her school.

With respect to M-learning, Ms Dara is responsible for recording student scores when they have completed learning units on the M-learning app and reports these to the project. Although she has a lot of work and low salary, she is persevering and continues her good efforts in her work.



High Levels of Professionalism among Teachers: Ms Dara, a Grade 1 teacher, helps a student practice a literacy game on the tablets provided to the library by the TRAC Project

Program Profile

Donor	Norwegian Agency for Development Cooperation (NORAD) and Save the Children
Direct Beneficiaries	5,523 (2712 girls)
Budget Received FY2014	\$120,901.30
Unit Cost per Beneficiary	Not Applicable (Research Project)
Provinces Covered	5 (Kampong Cham, Tbaung Khmum, Kratie, Prey Veng & Kampong Chhnang)
Districts Covered	16
Target Primary Schools	15 intervention schools and 15 comparison schools
Target Secondary Schools	Not Applicable
Start Date	March 2013
End Date	December 2017

Project Update

- Continued from the previous year, in December 2013, the I'm learning Project was responsible for selecting 10 new schools in Kampong Chhnang and Kratie as well as conducting the baseline study for these schools. During the same period, the KAPE team updated literacy numeracy tests in existing sites.
- The annual program evaluation was conducted during June-July 2014. This included the analyses of intervention schools' progress towards QLE, literacy and numeracy pass rates, and retention rates. In addition, the comparisons of the same characteristics of intervention schools to comparison schools were also made.
- KAPE has developed a research proposal and has been working on developing tools for data collection. These tools are developed to measure application and impact of knowledge in children's lives while it was agreed that Save the Children is responsible for revising the tools of both Khmer and Math to meet the reliability requirements before data collection starts.

Project Lessons Learned

One of the constraints relates to the on-going evolution of the 4-principle criteria used to guide tool development. As these criteria have changed, there have been implications for the content and construct validity of the tools used to make baseline and post-test assessments. This has limited the extent to which some comparisons between baseline and more recently generated assessment values can be made. To a large degree, the changes in criteria have aimed to make them more detailed, which should strengthen overall validity but this nevertheless complicates comparisons with earlier assessments in which there was less detail in the tools.

The project met challenges in selecting the comparison schools to match with intervention schools. Since the research will last for 3 years, it will be hard for the team to have comparison schools that will always fit to intervention schools. That means changes and interventions from other institutions can happen anytime, during the research process, which might harm or influence the research findings. Moreover, the research might also face the issue of attrition rate among research samples, as participants (students) will be likely to drop out along the way.

Research tools must be valid and reliable based on the statistical requirements defined. For this reason, KAPE has tried to develop tools that fit the research standards. This led us to revise and pilot some of the tools several times.

Project Rationale

The I'm Learning! Project (ILP), is a pilot project which started in March 2013 in Cambodia. It came at an opportune time for Cambodia, as there has been renewed debate about the effectiveness of integrated project approaches (such as I'm Learning) and those with a more uni-dimensional focus where only one aspect of a child's learning environment is addressed (e.g., health). In this respect, there has been a recent shift in donor funding priorities away from holistic project designs, such as those supporting Child-Friendly Schools, to more uni-dimensional programming designs focusing on only one aspect of a child's development, such as reading. The ILP seeks to provide empirical evidence that holistic-integrated project designs are not only preferred, but also are actually more effective in achieving positive changes in children's psycho-social development.

In this respect, ILP aims to test a development hypothesis that improvements to children's entire learning environment will enhance children's learning and overall development. The four elements of a child's learning environment that are being assessed by the project are: (i) Children's emotional and psychological protection; (ii) Children's physical protection; (iii) Active learning processes and improved learning outcomes; and (iv) Close collaboration between school and parents/community. These four areas make up what is known as the Quality Learning Environment (QLE) framework.

Originally the project had a total of five intervention schools and 15 comparison schools. The five intervention schools are all based in Kampong Cham Province and are receiving specialized interventions, designed with input from local stakeholders, based on the findings of the original baseline report for the project. Ten of the original comparison schools are in Kampong Cham province and five are in neighboring Prey Veng Province.

The project receives various interventions to schools, teachers, students, and community in order to see the impacts on student outcomes and development. These interventions are being implemented through Save the Children in cooperation with the Provincial Office of Education (POE) and District Offices of Education (DOE) of the three provinces: Kampong Cham, Kampong Chhnang, and Kratie.

Meanwhile, KAPE, a local NGO is responsible for conducting Monitoring and Evaluation periodical, annually, as well as conducting a longitudinal study on the correlation between increased quality learning environment (QLE) and students' learning outcomes and development. 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.

Program Profile

Donor	USAID/The Asia Foundation
Direct Beneficiaries	20,418 (Female: 10,615)
Budget Received FY2014	\$188,486.64
Unit Cost per Beneficiary	\$9.23
Provinces Covered	Kampong Cham, Siem Reap, Kratie
Districts Covered	Siem Reap 6, KCM 10, and Kratie 5
Target Secondary Schools	24
Start Date	April 2014
End Date	September 2015

Project Update

From June 1, 2014 to September 30, 2014, the BFA program distributed a total of 36,276 books, multimedia packages, and other educational materials to a total of 24 recipient schools, reaching more than 20,418 beneficiaries across the three IBEC target provinces. It should be noted, too, that many other educational institutions also expressed an interest in receiving English reading materials in order to better support their educational services. KAPE is currently negotiating an expansion in the scope of its partner institutions in the coming year.

Enriching School Libraries in a High Profile School

Books for Asia seeks to reach out to many public schools with outstanding management. One of these schools is the Demonstration School in Kampong Cham Town, which is part of KAPE's successful Beacon School Initiative (BSI). The BfA Project made a significant donation of books to the Demonstration School's library and media center. This book donation has greatly increased the school's holding of English-language books and contributed greatly to its English-language programming.

KAPE, in cooperation with The Asia Foundation's Books for Asia (BfA) program, distributes English textbooks and story books to school libraries at primary, middle, and secondary schools in three provinces. With funding support from USAID, The Asia Foundation has sought to localize its operations devolving authority for program implementation to KAPE, a national organization.

Program Activities

- Orientations to schools on book use and organization
- Library enhancement support
- 36,276 Books distributed
- 126 Educational Toolkits distributed
- 422 Multimedia Packages distributed: writing, spelling software; sound spelling and decodable book activity CDs distributed
- 24 Recipient Schools.

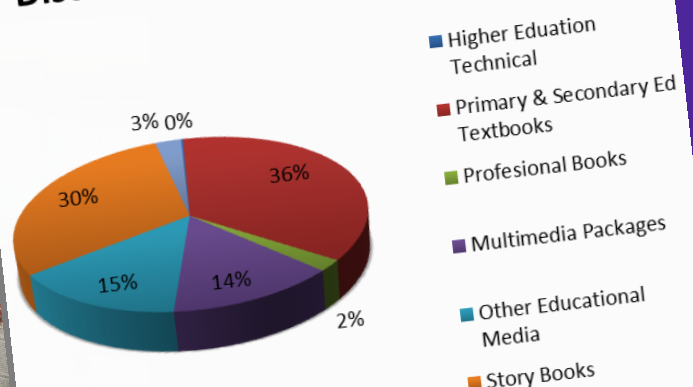
Program Planning

KAPE plans to continue with book distributions with earlier identified schools when schools re-open but also shift to a wider range of recipient institutions when the new calendar year arrives in January 2015. For immediate purposes in the coming year, KAPE therefore proposes to continue localization activities and complete distribution activities involving the last shipment of books from the United States.



A student at the IBEC Demonstration School checks out new reading materials in the library.

Distribution of Books by Category



Program Profile

Donor	Save the Children International/DANIDA
Direct Beneficiaries	400 in-school and out-of-school youth
Budget Received FY2014	\$81,241.10
Unit Cost per Beneficiary	\$203
Provinces Covered	Kampong Cham Province
Districts Covered	4 Sangkats in Kampong Cham Town
Target Primary Schools	None
Target Secondary Schools	4 Secondary Education Schools
Start Date	November 2013
End Date	December 2014

Project Overview

The EYE Project is the latest example of KAPE's new youth-focused programming. The project began with a major research effort to develop an up to date Youth Situation Analysis that would form an empirical basis for youth services designed to foster economic, social, and political empowerment. The resulting Youth Situational Analysis Report provides an important resource not only for KAPE but for many other agencies. The report highlights the need for expanded outreach and career counseling services to youth, since these services are generally unavailable in most secondary schools. Based on its empirical research, the project has developed a new approach to career counseling that uses youth leadership networks linked to a Youth Counseling Center. This center has close links with three target secondary schools in Kampong Cham. The project has already organized a Career Fair in Kampong Cham Town as well as close links with local service providers such as the Provincial Training Center (PTC) and National Employment Agency (NEA) and Microfinance Institutes (MFIs).

The Youth Counseling Center offers youth individualized advice and self-service access to employment resources through tablets and an iMac Work Station. The project has also established a career resource terminal with two iMac computer workstations in the Media Center of the Demonstration School, which is supported by the Oaktree Foundation through the Beacon School Initiative.

EYE has developed important synergies with KAPE's other projects including BSI, GEI, and IBEC. KAPE sees EYE as evolving into a cross-cutting youth resource unit within the agency that can provide technical support to other projects. The project has also created a new youth database template that links with a bulk SMS system through which messaging on training and employment opportunities can quickly be shared with hundreds of local youth who are both in and out of school.



Primary Goal

To empower vulnerable youth in rural and urban areas through education and training to be become socially, economically, and politically empowered citizens.

Core Activities or Services

1. Career Counseling Service Map and Description
2. Content Analysis of Existing Counseling Services leading to development of an analytical matrix
3. Exploratory Analysis describing pros and cons of various service delivery modes for the different service populations
4. Operational manuals to guide the provision of career counseling for various target populations
5. Action Plan guiding the implementation of the service delivery modalities selected
6. Provision of counseling services to 400 youth in the various target populations.
7. Canvassing survey and report with recommendations for follow-up of potential network members
8. Creation of a database network linked to a telecom provider SMS service
9. Operating guidelines for an information center/service.

Project Update

- Capacity to building to four Sangkats in Kampong Cham Town on Youth Development
- Content Analysis of Career Counseling Services in Kampong Cham completed
- Analytical Matrix Summarizing Pros and Cons of Various Service Provisions
- Career Counseling Manuals in place
- Youth Center and Youth Media Center
- Youth capacity building on career development and soft-skills (on-going)
- Out-school youth outreach program and Mass-SMS in place
- Career Fair for youth in Kampong Cham completed
- Youth and stakeholders database in place
- Career Counseling service in place
- Advocacy with local authorities for putting youth development in investment plan.

Snapshots



Public Speaking: EYE provided youth with space to express their ideas related to social issues, personal development and the way to set action plans for their life changes.



Youth had space to learn how to work in groups and raise the key issues to discuss.



Imac service: Youth use Imacs to research any related subjects at the EYE center freely.

River of Change

Ai Sash is a youth who benefits from the Education for Youth Empowerment (EYE) Project. She comes from a Cham family that has many children. This year, she studies in Grade 9 at Sambor Meas Upper Secondary School. She finds it very difficult to communicate with other people creating a sense of separation from other youth in her school because she comes from a marginalized minority group. When she joined the EYE project' career counseling activities that involve attending various courses in soft-skills training, she became more active in mobilizing other youth in her school to engage in social work. Moreover, she has taken the initiative to join a core-group of local youth who advocate with the commune chief to put youth development into the Commune Investment Plan. Many communes have not been very active in supporting youth activities even though this is clearly stated in the Government's Youth Development Policy, released in 2011.

When asked about her experience with EYE, Ai Sash said that "after joining the EYE Project, I am more confident in communicating with people and know how to set goals in life and my future career. I have been trying to mobilize other youth in my school to join the training organized by the EYE project and engage in social work because youth are the main means to reinforce to economic, social, cultural, and political development". She expressed her commitment to help change other youth in her school who are not clear in goal setting or career advice by being a peer-counselor.

Special Events and Developments This Year

“Development through networking and outreach.”

The year 2014 was a year of many new beginnings and transitions. The agency continued to develop a foundation for new programming with the completion of new ground-breaking research and special events that improved our relationship with Ministry. At the same time, our staff continued to expand their horizons with several attending international meetings and training events. Here is a summary of the year’s highlights . .

National Workshop Hosted by the Minister of Education, Youth, & Sport

Along with its close partner World Education, KAPE organized a national workshop on *New Generation Schools* that was hosted by the new Minister of Education, H.E. Hang Chuon Naron. The workshop took place at the Demonstration School, which is currently supported by the Oaktree Foundation and USAID. This workshop was attended by over 100 senior officials from all provinces as well as Ministry and development partners. The workshop helped to share and demonstrate the ground breaking work achieved by KAPE in improving educational quality through Public Private Partnerships and mixed management models. Unlike many workshops, the Minister stayed for the entire two days and used the opportunity to introduce his planned Education Reform Program, which KAPE fully supports.



KAPE Signs Memorandum of Understanding with Thai Government

In a major development for KAPE’s international standing, the agency was able to negotiate an MoU with the Thai Government to facilitate a scholarship exchange program in which 11 Cambodian students were enrolled at the Buriram Institute of Agriculture and Technology, Sa Teuk Vocational Institute, and Buriram Vocational and Technical Institute. The Royal Thai Government has agreed to provide a full tuition scholarship as well as free housing costs while KAPE is covering boarding costs, funds for books and uniforms, and transportation.

MoEYS Recognizes KAPE Staff with Gold Medals

During the National Workshop on New Generation Schools and in recognition of their valuable contributions to the education system, the Minister of Education awarded Gold Medals to Mr. Sao Vanna, KAPE Executive Director, Mr. Hin Sim Huon, KAPE Vice Director, and Mr. Kurt Bredenberg, Senior Technical Adviser.

Completion of a New Strategic Plan

In July 2014, KAPE completed its new 5-year Strategic Plan that provides a blueprint for future programming from 2014 to 2018. This position paper helps to position KAPE for new development themes of increasing interest among all stakeholders that involve Early Grade Reading, Youth Issues, Public Private Partnership, and advocacy for a greater role in implementation by local NGOs.

Attendance of International Conference on Financial Literacy

In July 2014, Ms. Or Phiran, GEI Project Manager, attended the Annual Meeting of Aflatoun’s Partner Network in Shanghai, China to discuss new developments in financial literacy. KAPE was the first Aflatoun partner in Cambodia and continues to advocate for the adoption of Aflatoun’s *Children’s Social and Financial Literacy Curriculum*.



Special Events and Developments This Year

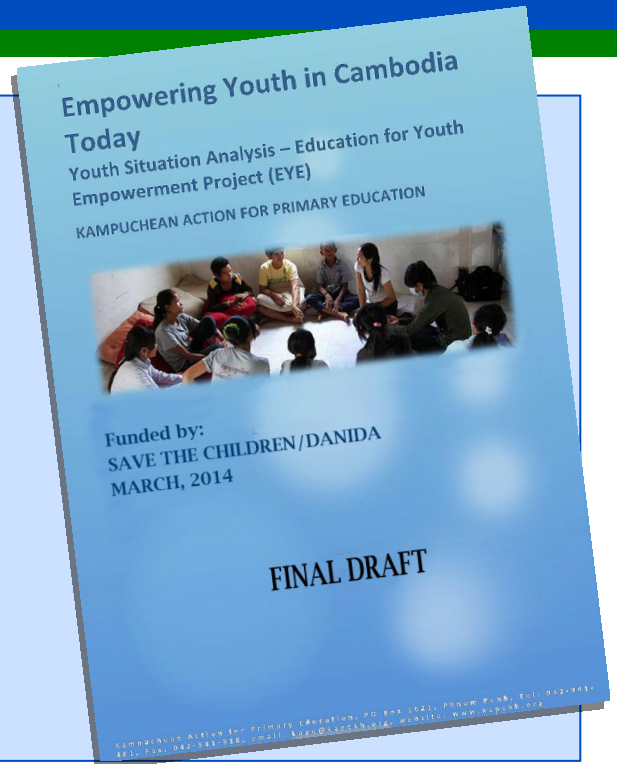
"Development through networking and outreach."

Attendance of Oaktree's 10 Year Anniversary Celebrations in Australia

In October 2013, Mr. Soeung Vann, Beacon School Initiative Project Manager, attended observances of the 10-year anniversary of the establishment of the Oaktree Foundation. Oaktree is a youth-run organization that has supported KAPE in under-taking ground-breaking work in new school governance models in Cambodia through its support of the Beacon School Initiative.

Completion of Youth Situation Analysis

KAPE completed a major new analysis of the situation of youth in Cambodia that greatly expands the agency's knowledge of youth issues and which should also be a major new resource for other agencies. The analysis is the first to be conducted after Cambodia's first 'social media election' in 2013 in which youth played such an important role. KAPE is currently using the analysis to help build new programming that will empower youth in economic, social, and political aspects.



Visit in Uganda 25-28 February 2014

During February 2014, Save The Children Norway organized the «I'm Learning» seminar in Gulu, Uganda, where research and programme teams from the 3 "I'm Learning" pilot countries, Cambodia, Uganda and Zimbabwe and the University of Oslo participated. The discussions during the workshop considered both the intervention and research components of the project. Two KAPE staff attended the seminar for the research component.

The seminar offered the opportunity to discuss challenges and future plans for both the implementation and research side and identify ways to align to all Countries intervention, in terms of purpose, schedules and common understanding of the "I'm learning!" principles.



Exposure Visit to Thailand for Expanded Tertiary Scholarships

In August 2014, six KAPE staff from the Inclusive Education Program were invited by Burapha University in Chonburi Province to visit the facilities there. The team was accompanied by 10 prospective Cambodian university students interested in studying in Thailand. The Assistant to the Rector of the university received the team and provided a thorough tour of the university's facilities including the School of Hotel and Tourism, the School of Science, the Oceanographic Institute and Aquarium, the Library, and others. The university reviewed the steps for application to the university by foreign students and possible future collaboration with KAPE regarding cost-sharing for these scholarships.

Special Events and Developments This Year

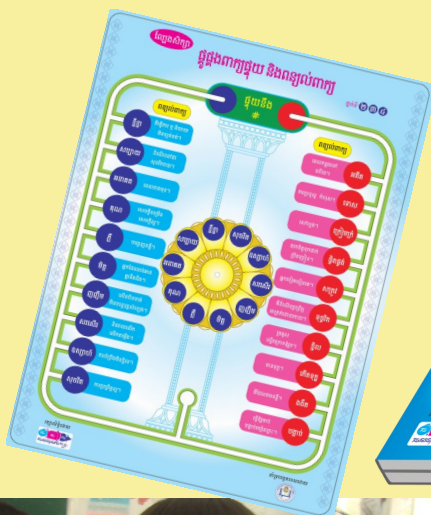
“Development through networking and outreach.”



TTS Update

On 1 October 2012, KAPE launched the creation of an independent social enterprise known as, *Thonthean Seksa* 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 **\$250,000** in revenues during its second 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 26 learning aids and games developed by TTS with another 3 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 (Left).



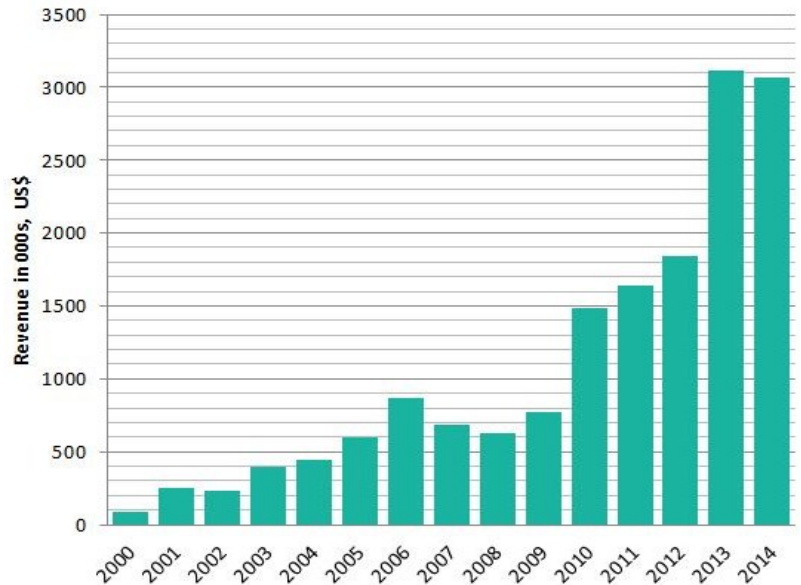
Please remember to “LIKE” us on Facebook: www.facebook.com/ttskape.

Financial Highlights

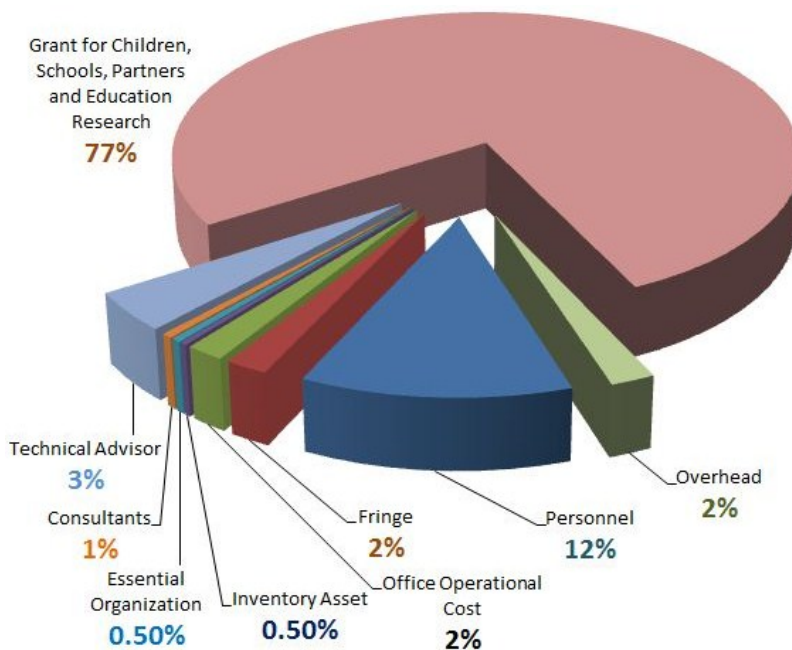
Cash Assets and Expenditure

Description	Amount (US\$)
Total Project Revenues FY2014	2,631,685.28
Balance Forward from FY2013	414,684.63
Interest Income	973.30
Available Assets in FY14	3,047,343.21
Total Expenditure in FY14	2,775,189.33
Fund Utilization Rate	91%

Fund Receipt Trend



How was the \$ spent?



Revenue Streams in FY2014

Donor	Amount (US\$)
SDPP/USAID/Creative Associates International, Inc. (CAI)	1,425,637.19
IBEC/USAID/World Education, Inc.	397,086.58
REACH/WeWorld Intervita	257,483.92
CTSP/The Asia Foundation (TAF)	144,382.00
QLE/Save the Children (SC)	142,727.19
SfE/Classroom of Hope (CoH)	135,829.31
BSI/The Oaktree Foundation (TOF)	113,656.37
GEI/The Oaktree Foundation (TOF)	101,946.08
EYE/Save the Children (SC)	87,997.07
TRAC/All Children Reading	64,351.04
GEI/Terre des Hommes (TdH)	48,782.31
PEI/Lotus Outreach (LO)	24,295.37
Aflateen	19,570.28
EAC/Educate A Child (EAC)	15,358.43
Chines Association	15,000.00
PLP/CAI	14,434.15
BSI/Apple Donation	11,400.00
ISHS/The Breteau Foundation (TBF)	11,245.47
BFA/USAID/The Asia Foundation	8,747.36
See Beyond Border (SBB)	3,577.25
SELLS/Aflatoun	3,835.84
SFP/World Food Program (WFP)**	<i>In-kind Support</i>
New Revenue Received FY2014	3,047,343.21

Note of Appreciation

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

Thank you!

**In-kind support not tallied in Total Revenue Received in FY2014.

KAPE Management Team FY2014

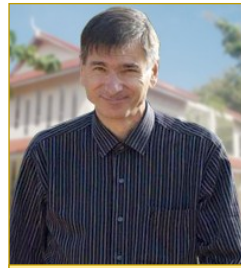
Senior Management Team (SMT)



SAO VANNA
Executive Director



HIN SIM HUON
Vice Director & IBEC
Program Manager



KURT BREDEBERG
Senior Technical Adviser



PAOLA MASSA
Capacity Building Adviser



BO SAMBATH
Finance Director



CHUON SARAN
Human Resource &
Admin Manager



HEM MARY
IEP Coordinator

KAPE Management Team Members (In alphabetical order)



CAROLE WILLIAMS
SDPP Research, Monitor-
ing and Evaluation
Specialist



CHEA KOSAL
Country Coordinator SDPP
(Semi-autonomous Project)



HANG PISETH
Program Manager
I'm learning



MA CHAN SOPHEAP
Capacity Building
Manager



MAI SARITH
Program Manager
REACH



OR PHIRAN
Scholarship Manager



OUK SOTHIRA
SDPP Education
Specialist



PHANN BUNNATH
Program Manager
EYE



PHUONG SARETH
IMS Manager



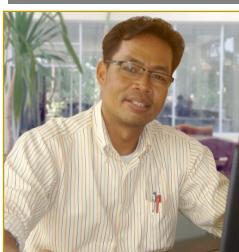
PICH SOPHOEUN
Coordinator
SFP



SET SOLEAKNA
Program Coordinator
TRAC



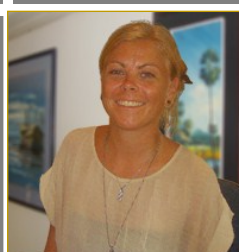
SLESS TAHIETH
Program Manager
SfE



SOEURNG VANN
Program Manager
BSI



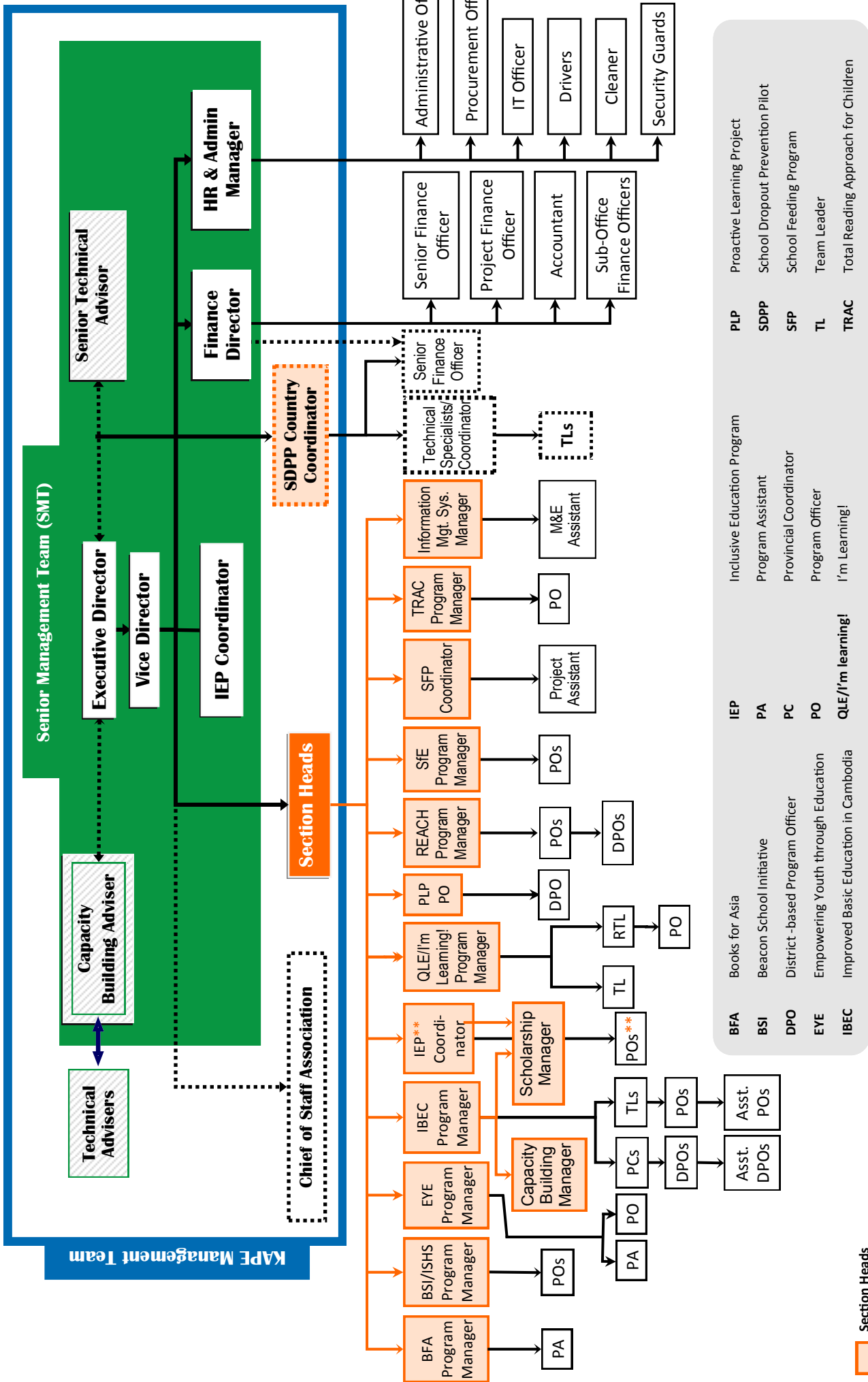
SUM VANNAK
TTS Publishing
Manager



MONICA TAULE
QLE Research Adviser



ANGELA GOSSE
IEP Program Adviser
(Volunteer)



Section Heads

↔ 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 Phnom 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.

BFA	Books for Asia	IEP	Inclusive Education Program	PLP	Proactive Learning Project
BSI	Beacon School Initiative	PA	Program Assistant	SDPP	School Dropout Prevention Pilot
DPO	District-based Program Officer	PC	Provincial Coordinator	SFP	School Feeding Program
EYE	Empowering Youth through Education	PO	Program Officer	TL	Team Leader
IBEC	Improved Basic Education in Cambodia	QLE/I'm learning!	I'm Learning!	TRAC	Total Reading Approach for Children

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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