



Kampuchean Action For Primary Education (KAPE)

"Development with a Human Face"



Annual Report

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



Greetings from the KAPE Board of Directors

On behalf of the KAPE Board, it is with great pleasure that I approve the Annual Agency Report of 2016. The report demonstrates both successful programming in a difficult operating environment as well as a clear vision for the future. The Board would like to congratulate all KAPE staff on their successful efforts to help disadvantaged Cambodian children access educational services of high quality while maintaining excellent standards of governance, transparency, and efficiency in the use of funds. The Board looks forward to future successful years of operation as the agency quickly approaches its 20th anniversary.

Heang Koy
Board Chairman

KAPE is a local non-profit NGO working primarily in the formal education sector in 19 provinces in Cambodia. KAPE implements projects at all levels of the education process with beneficiaries in primary schools, secondary schools and tertiary programs. Direct beneficiaries number well over 71,000 children and several hundred teachers, at over 165 schools.

KAPE Vision

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

Our Mission

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

Our Core Values

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

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A Note from the KAPE Executive Director



I would like to express my greetings and good wishes to all of our stakeholders, supporters, and donors who have worked so closely with us over the last year. As KAPE reached the end of its fiscal year in 2016, it was hard to believe that it has now been 17 years since KAPE was first established way back in 1999. It is satisfying to reflect on all of those years of partnership with government, donors, and stakeholders and to realize how far we have come during these last two decades. As KAPE prepares to enter its third decade in the not too distant future, it is an encouraging thought that the agency has become such a long-standing feature of the educational landscape.

During the last year, KAPE continued to support a very large portfolio of 15 projects ranging from medium-sized ventures to smaller projects. These projects provide support to 71,000 children and youth across 146 primary schools, 19 secondary schools, and a number of tertiary institutions. These projects focus on a number of development themes including enhanced school access, bringing educational quality standards into the 21st Century, and improved school governance.

Some major milestones were achieved during the year including a visit by Parliament to a New Generation School and the finalization of the Policy Framework defining New Generation Schools, signed by Minister in September 2016. During the year too, the agency completed a full year of joint implementation of its Charter School Initiative (also known as New Generation Schools) with the Ministry of Education, Youth, and Sport, which may radically change the way that the government does investment in the public education system. Although as yet very small, the New Generation School program has registered some major achievements including the eradication of corrupt private classes in several schools and the establishment of high standards of instruction, especially in the STEM subjects. The program is succeeding in bringing middle class families back into the public education sector, which is a major aim of government. MoEYS has committed to another year of intensive funding of this initiative, which is a very exciting prospect for KAPE and its partners.

KAPE also continued to make strides in its efforts to promote the use of new educational software in Cambodian education. The agency has developed its own software at lower primary school level using a prestigious grant from All Children Reading Grand Challenge and has entered into agreements with international software developers to bring in world-class software for use at secondary school level. This software has been contextualized to the Cambodian school environment and curriculum and will hopefully revolutionize the way teachers teach in New Generation Schools.

KAPE would like to thank its counterparts among government and donors for its close cooperation and we look forward to another year of successful innovation in Cambodia's education system.



Sao Vanna
Executive Director
Kampuchean Action for Primary Education

A Glance into the Future ...

As a number of program cycles will be ending in 2018, KAPE has again shifted into heavy investment into program development that corresponds to the agency's 5-year Strategic Planning. As noted earlier, this led to a strong focus of agency efforts on youth issues, early grade literacy, technology in education and most importantly, charter school development. In all, 14 project designs were submitted for donor review and approval. Of these, 71% were successful, one is still pending (7%), while 3 were rejected or cancelled by the donor (22%). KAPE also led or participated in a number of research studies during the year including an important study on teacher education with support from Child Fund and another one on educational learning conditions in Mondulki Province with support from WeWorld. These studies add to KAPE's growing body of empirical research conducted over the years, which helps to better inform the design of future programs.



New School Architecture: In-door gardens at a New Generation School in Kampong Cham create pleasant environments for learning and sharing for children in the public school system.

Program Development Summary for 2016

Program	Partners	Donor	Status	Duration
1. Food for Education (Early Grade Reading)	World Food Program World Education	US Dept. of Agriculture (USDA)	Successful	3 years
2. STEM4Women	Classroom of Hope	100 Women	Successful	2 Years
3. E-books4Khmer (E4K) (Extension)	Thunthean Seksa	All Children Reading	Successful	7 Months
4. New Generation Schools Initiative (Extension)	World Education	MoEYS	Successful	15 months
5. New Generation Schools	MoEYS	Franks Family Foundation	Successful	3 Years
6. New Generation Schools/Svay Rieng	--	Child Fund	Successful	3 Years
7. Easy2Learn (Extension)	--	Child Fund	Successful	3 Years
8. Cambodia Tertiary Scholarship Program	The Asia Foundation	Merali Foundation	Successful	4 Years
9. Books for Cambodia (Extension)	--	The Asia Foundation	Successful	1 Year
10. Supplementary Application for Science	--	USAID Development Alternatives, Inc	Successful	9 Months
11. Cambodia Early Grade Reading Project	Chemonics Room to Read World Education	USAID	Solicitation Can- celled	5 Years
12. Trey Visai (Compass)	Oaktree Foundation	Google	Unsuccessful	3 Years
13. Tomorrow's Champions	World Education	Qatar Foundation	Pending	3 Years
14. Total Reading Approach for Children (Extension)	--	Atlassian Foundation	Unsuccessful	4 years

Major Milestone Events

“Development through networking and outreach.”

VISIT OF PARLIAMENT TO A NEW GENERATION SCHOOL

In January 2016, KAPE was greatly honored by an official visit from seven Parliamentarians comprising members of Committee 7 for Education, Culture, and Training. The purpose of the visit was to learn more about the MoEYS' recent educational reforms relating to New Generation Schools. The visit, therefore, took place at the Demonstration School, Cambodia's first Charter School. The visiting delegation was led by H.E. Yem Ponnharith who also chairs Committee 7. The School Director of the Demonstration School, Mr. Soeung Vann, made a wonderful presentation to the committee about KAPE's vision to create independent public schools that are now known as New Generation Schools. The presentation was well-received by members of both political parties who comprised the delegation. Improving the understanding of New Generation Schools by such an important group of policy makers was a major success for KAPE and bodes well for the successful replication of the New Generation School Initiative. A record of the visit by Parliament is provided on the KAPE website at the following link: <http://kapekh.org/?p=newsdetail&id=81&I=English#.VtIrg7QTHzL>



Mr. Soeung Vann, School Director and leading NGS Practitioner explains about learning in a classroom (above).



Official Ribbon-cutting Ceremony: The Ministers of Education and Finance as well as the Head of the Sisovath Alumni Association officially open the New Generation School at Sisovath HS.

OFFICIAL LAUNCH CEREMONY FOR 1ST GOVERNMENT FUNDED NEW GENERATION SCHOOL

KAPE completed all preparations to launch the first New Generation School funded by government on schedule in time for the opening of the second term in April 2016. An official Launch of Sisovath NGS occurred on 23 June 2016 that was attended by many important dignitaries including H.E. Onn Phorn Moniroth (Minister of Economy & Finance), H.E. Dr. Hang Chuon Naron (Minister of Education, Youth, & Sport), and H.E. Hun Maneth, Head of the Sisovath Alumni Association. This ceremony was

very important in terms of providing the Ministry of Economy and Finance with strong evidence that the investment of Cambodian tax dollars into the NGS Reform is leading to change not only in the 'form' of education but also in terms of the 'substance.' This refers to radical changes in governance and teacher supervision. The ceremony appeared to be a success with the Ministry of Economy & Finance registering strong approval of what had been achieved in a very short time.

KAPE SIGNS NEW AGREEMENTS WITH VOCATIONAL TRAINING INSTITUTIONS IN THAILAND

Mr. Sao Vanna, KAPE Executive Director and Ms. Hem Mary, Inclusive Education Coordinator, finalize an agreement with Sateuk Vocational Training Centre in Thailand and several other vocational training institutions to provide mutual scholarship support to Cambodian scholars identified by KAPE to study at several Thai institutions. The Royal Thai Government will provide support for tuition and housing while KAPE supports food costs, transportation, uniforms, and other educational costs. Multiple ceremonies took place in Bangkok with other institutions as well as other provinces. Negotiating these agreements with international institutions outside of Cambodia is a major achievement for KAPE and will promote the agency's efforts to advocate for access to high quality educational opportunities for underprivileged Cambodian youth.

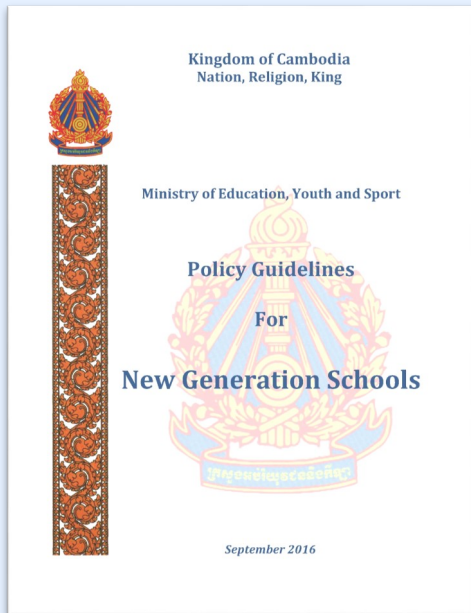


Mr. Sao Vanna, KAPE Director, makes a presentation at Sateuk Vocational Training Institute in Thailand.

“Development through networking and outreach.”

POLICY FRAMEWORK FOR NEW GENERATION SCHOOLS COMPLETED AND ADOPTED

As part of its new partnership with MoEYS, KAPE led the process of developing a legal framework that defines a New Generation School and how the regulatory framework governing such schools will be enforced. The formal adoption of this policy framework provides a legal basis for the replication of New Generation Schools in a way that will preserve the meaningfulness of the NGS brand. This is the first time that KAPE ever took the leading role in developing a policy framework with Ministry and it is a major milestone for the agency's New Generation School Initiative.



KAPE LAUNCHES ITS NEW SOFTWARE FOR EARLY GRADE LITERACY CALLED SMART BOOKS

During the year, KAPE completed its development of a new software designed for teaching Khmer language to small children. This software is called **Smart Books** and was funded by a prestigious seed grant from the Washington-based All Children Reading Grand Challenge. Smart Books are a mobile application, which helps young Cambodian children improve their reading proficiency. This technology-based approach uses electronic basal readers – or e-readers – which are based on Ministry textbooks. The software is effective because it avoids a one-size-fits-all approach to reading. Smart Book e-readers allow children to gain confidence by reading at their own level. Using empirically-based readability formula, KAPE and MoEYS have refined narrative stories from the national reading textbook into basal readers of varying levels based on text complexity. This is a major educational milestone in Cambodia's education system in that it is the first instance where MoEYS has converted one of its textbooks into an interactive digital format. It sets an important precedent for others to also work with Ministry on similar conversions. Smart Books have been developed collaboratively by KAPE technical teams with Khmer language experts from MoEYS for Grades 2 and 3. The content is then given to independent developers who transform them into e-readers, based on agreed specifications.



KAPE Scholars in Thailand prepare to receive their degrees at Buriram College of Agriculture and Technology

FIRST WAVE OF KAPE SCHOLARS STUDYING IN THAILAND RECEIVE DEGREES

Two years ago, KAPE entered in an agreement with the Thai Ministry of Education to assist the agency in supporting worthy Cambodian youth to enroll in two-year degree programs at the Buriram College of Agriculture & Technology in eastern Thailand. In all, 11 students passed an Entrance Examination administered by the Thai Government and received intensive Thai language training before enrolling at BCAT. The Thai government pays all expenses for tuition and accommodation while KAPE pays for food, uniforms, visas, and transportation. In 2016, a milestone was achieved when all 11 scholars completed their degree programs and were awarded an Associate of Arts Degree in their respective disciplines, ranging from Electrical Engineering, Architecture, Agriculture, and Hotel Studies. A second wave of scholars has now also gone to Thailand in 2016 as part of a similar arrangement.

Special News and International Events

"Development through networking and outreach."



Mr. Simon Franks, Director of the Franks Family Foundation, discusses the replication of the New Generation School Initiative with the Minister of Education. The Foundation will be providing USD300,000.00 in support to KAPE and MoEYS for this purpose.

KAPE ORGANIZES MEETING BETWEEN FRANKS FAMILY FOUNDATION AND MINISTER OF EDUCATION ON NEW GENERATION SCHOOLS

In May 2016, KAPE organized a meeting between the Franks Family Foundation, a new KAPE supporter, and the Ministry of Education to discuss New Generation Schools. Mr. Simon Franks, Director of FFF met with H.E. Dr. Hang Chuon Naron, Minister of Education, Youth, and Sport (Cambodia) to discuss a common vision for New Generation Schools, which is a new reform initiative of the Ministry. The NGS initiative was started by KAPE as a pilot and has been adopted by Ministry for broad replication in areas where there is the human resource base and political willingness to support it. Mr. Franks and the Minister demonstrated high convergence in their views on how to provide high quality learning environments linked to strong school governance, which is the core principle underlying NGS development. The Franks Family Foundation has committed to assisting MoEYS and KAPE with a USD300,000 grant that will help to supplement the funding currently being

provided for the replication of New Generation Schools in Cambodia. Mr. Franks is also committed to linking KAPE and MoEYS with large donors in the UK and Europe to more fully fund the initiative in the future.

KAPE PRESENTS ITS NEW EARLY GRADE LITERACY SOFTWARE AT UNESCO-PARIS SYMPOSIUM

Mr. Ul Run, Senior National Adviser at KAPE, travelled to Paris to make a presentation about the agency's E-books 4 Khmer Project as part of the UN's observance of Mobile Learning Week. This is a major annual conference that included hundreds of participants from among important stakeholders and donors from all over the world. Mr. Ul Run presented KAPE's efforts to develop electronic Reading Textbooks with interactive features in collaboration with MoEYS. This is the first time that Cambodian textbooks have been expressed in electronic form and is a big step forward for the national curriculum. The app is now being piloted in 10 Cambodian public schools. The presentation at UNESCO-Paris was one of 300 applications submitted to UNESCO for consideration. KAPE was highly honoured that it was one of only 40 presentations chosen to make the presentation in Paris.



Mr. Ul Run, Senior National Education Adviser makes a presentation on Smart Books at UNESCO-Paris.



Kampong Cham teachers attend the science training at New Generation School (NGS).

SEAMEO ORGANIZES SCIENCE TRAINING FOR KAMPONG CHAM TEACHERS AT A NEW GENERATION SCHOOL

In March 2016, 30 science and mathematics teachers attended a training workshop on the use of the Edmodo software that was sponsored by the Southeast Asian Ministries of Education Organization (SEAMEO). Edmodo is designed to help teachers throughout the region share experiences and resources in teaching science and mathematics. Because of its prowess in technology, the meeting was hosted by Hun Sen Kampong Cham High School (better known as the Demonstration School, one of KAPE's New Generation Schools). Teachers from 4 different schools in Kampong Cham Town attended the workshop to learn about Edmodo and how it is used. The meeting organizers found that 75% of the teachers in the town except those from the Demonstration School do not have any experience in using email, which is a very daunting challenge to promote this SEAMEO initiative. In contrast, every NGS teacher receives a laptop upon joining the school and thus had the highest ICT literacy of any other school in the town.

Special News and International Events

"Development through networking and outreach."



KAPE Senior Technical Adviser presents the agency's 5-year Strategic Plan

KAPE ANNUAL RETREAT

KAPE has continued its tradition of holding annual staff retreat meetings with an event organized in April 2016. The retreat focused on reviewing the results of the 15 projects that KAPE is currently implementing to familiarize staff with the breadth of agency programming and some of the lessons learned. The Retreat also focused on trying to better orient staff to the agency's 5-year Strategic Plan, which guides all program development activities. To effectively and efficiently implement projects, KAPE provides opportunities to its staff to be involved in improving the way the agency operates including its service delivery, administrative systems, and financial management. The Retreat provided a good forum for all staff spread across the country to meet and talk to one another and share ideas about programming in a fun and relaxed environment.

KAPE PRESENTS AT THE BRITISH EDUCATIONAL TRAINING & TECHNOLOGY SYMPOSIUM (BETT) IN SINGAPORE

KAPE was invited to make a presentation at the Annual BETT Symposium in Singapore in November 2015. KAPE's presentation, delivered by Mr. UI Run, Senior National Education Adviser, focused on efforts in Cambodia to close the gap between Equity and Educational Excellence through the use of new technologies. KAPE participated in several panel discussions at the symposium and made useful contacts with two companies who are now integrating their world-class software into the agency's New Generation School Initiative. These software programs, known as 3D Classroom and Literatu, are cutting edge software programs that will help bring Cambodian public schools into the 21st Century.



KAPE MANAGER AWARDED YSEALI SCHOLARSHIP BY US STATE DEPARTMENT

Demonstrating the high caliber of its staff, the US State Department awarded a scholarship to one of KAPE's managers under the Young Southeast Asian Leaders Initiative, which is a special initiative started by US President Obama to promote and encourage young leaders in ASEAN. Mr. Phann Bunnath of the Empowering Youth through Education and Advocacy Project (EYEA) was one of two awardees of this scholarship from Cambodia in 2015. Many hundreds of candidates applied. Mr. Phann Bunnath spent 5 weeks studying about leadership and education at the Mansfield Center of the University of Montana in addition to one week meeting important political leaders in Washington DC in October-November 2015. Upon his return, Mr. Bunnath joined the New Generation School Initiative to use some of his amazing experiences in the United States to help establish this new project implemented with funding from the Ministry of Education, Youth, & Sport.

Thun Thean Seka (TTS) Update

"Effective and Affordable Teaching Aid!"



TTS Highlights

About Us

TTS is a social enterprise created by but now independent from KAPE that seeks to promote sustainable access to learning tools in and outside the classroom.

Product

Teaching aids:

Math	11 items
Literacy	29 items
Science	2 items
Assessment Tests Grade 1-3	

Orientalions to Our Products

TTS provides free orientations to users of its products. To date, we have provided orientations to 1,220 teachers and school managers.

Certification & Registration

Approved to publish by MoEYS and registered with the Ministry of Commerce.



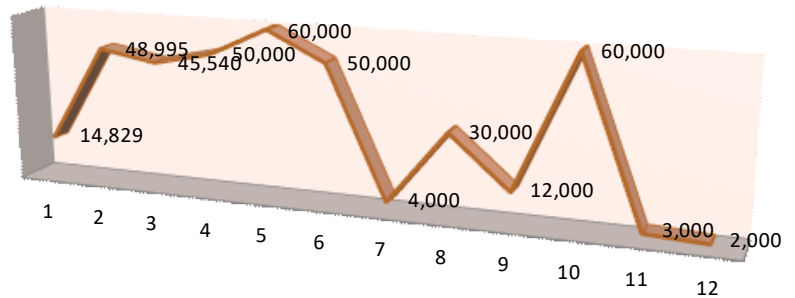
Supplying all provinces in Cambodia

+ 10% of Annual of Net income Donated to Charity.



Total Revenue USD357,008.00

TTS-KAPE Revenue By Monthly 2016



Net Income & Investment: USD114,741.00

TTS had another very successful year in 2016 thanks to our partners and customers all over the country. TTS achieved over USD114,000.00 in net income in FY2016, most of which was re-invested in printing more teaching aids and developing new products. This contributes to our goal of sustainable production of teaching aids delinked from short-term projects.

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

Beacon School Initiative (BSI)

"State Schools with Private Standards."

Project Profile

Donor	Oaktree Foundation, Breteau Foundation, Apple Corporation
Direct Beneficiaries	1,865 primary & lower secondary students (956 girls)
Budget Received in FY2016	USD74,769.00
Unit Cost per Beneficiary	USD40.09
Provinces Covered	2 (Kampong Cham & Tbong Khmum)
Districts Covered	3 (Cheung Prey, Kampong Cham & Tbong Khmum)
Target Secondary Schools	3 (Skun HS, Hun Sen Kampong Cham HS & Samdech Mae HS)
Target Primary Schools	Aknuwat PS
Start Date	1 January 2011
End Date	30 September 2016

Project Update

The two-year second phase of BSI implementation reached its conclusion in September 2016. With the goal of consolidating the New Generation School model and demonstrating the feasibility of replication, BSI has served as an important bridge to a new phase of NGS implementation. Phase II funding kept the BSI idea alive at a critical juncture when the project was just reaching a critical mass. Since Phase II began in 2014, the educational context has changed dramatically with the incorporation of the BSI model into the official Educational Reform Platform of MoEYS (Point 14). Since then, the model has picked up important funding from MoEYS itself (USD1.9 million so far) as well as other donors including Child Fund/Australia (USD300,000) and the Franks Family Foundation (USD300,000). Thus, the investment by the Oaktree Foundation has not only led to the creation of a new and innovative development model for Cambodia but has also amplified the original seed funding into millions of dollars of additional support. As BSI comes to an end, MoEYS officially approved the New Generation School Policy in September 2016, making the approach piloted by Oaktree an official part of Cambodia's educational policy framework. This is a major achievement for Oaktree investment that exceeds even the most optimistic expectations of the program when it began back in 2011.

Key Activities

- Consolidation of special services for students including Life Skills Education, Student Counseling, and ICT in education.
- Amplifying the use of ICT in education including the introduction of world class educational software and newly designed educational software in Khmer Language.
- Enhanced school-based income generation to make programming more sustainable.
- Increased teacher capacity to modify their teaching to promote soft skills needed for the 21st century such as critical thinking, team work, and creativity.

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 structure 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 where the project has been piloting this new model of governance.

Snapshot



Facilitating 21st Century Learning Environments: Children at the Demonstration School have access to modern classroom and library facilities including active use of mobile learning devices

Teachers Experiment with New Teaching Methods: New Generation School teachers are encouraged to try out new methods of teaching including bringing children into natural environments to improve mindset and stimulation.



Students Engage in Hands-on Science: The STEM subjects are very important in BSI Schools leading to increased access to science labs & new active methods of teaching

Project Profile

Donor	Ministry of Education, Youth & Sport (MoEYS)
Direct Beneficiaries	435 Students
Budget Received in FY2016	USD374,000.00
Unit Cost per Beneficiary	USD860.00
Provinces Covered	1 (Phnom Penh)
Districts Covered	1 (Khan Daun Penh)
Target Secondary Schools	1
Target Primary Schools	--
Start Date	1 October 2015
End Date	Open-ended

Project Update

With the formal adoption of New Generation Schools as an official policy, MoEYS and KAPE entered into an historical agreement in which the Ministry began to fund KAPE directly to replicate the NGS Model in new locations. This development is the first time that MoEYS has ever funded a Local NGO to implement a key reform.

The year saw the consolidation of several NGS programs into one program with co-funding from several sources including Ministry. In this respect, the Beacon School Initiative (funded by Oaktree) and the Ministry project have now been consolidated into one project called New Generation School Initiative. Although Oaktree funding ended in 2016, another donor known as the Franks Family Foundation will be providing support to co-fund Ministry efforts for more wide scale replication of the model.

A major development during the year was the completion of a National Policy defining New Generation School implementation that was approved by Ministry in September 2016. KAPE also helped Ministry to develop NGS Operational Policy Guidelines that define the NGS brand and will enable other donors to undertake replication without diluting the meaning of what it means to be a New Generation School. Over 90 guidelines and appropriate tools have been developed in this regard.

NGSI completed the development of a School-in-a-School model at Sisovath HS, which has a troubled history with respect to its governance. An island of good governance and high educational standards has now been established in the school that has eradicated all forms of private teaching and unofficial fees. New teachers have been competitively recruited who are excellent in everyway and are busy establishing a 21st Century standard of education in a public school.

Program Rationale

New Generation Schools are a new reform recently inaugurated by the MoEYS in 2014 to create 'autonomous' public schools with a mandate to innovate and improve educational quality. Access to high investment funds is contingent on high standards of governance and professionalism. This new development track seeks to move public schools to the next level so that they can achieve 'maximal' standards of education, especially in the STEM subjects. Under the new policy defining New Generation Schools, the government is able to make intensive investments in such schools under conditions that ensure high standards of good governance. With its system of strict accreditation requirements linked to on-going investment, the new policy incentivizes schools to adhere to high standards of education. New Generation Schools follow precedents in other countries where some public schools receive greater autonomy from the state to stimulate educational innovation. This speaks especially to the Charter School Movement.

Key Activities

- Successful Policy development for Charter Schools in Cambodia
- Successful piloting of a Social Equity Fund at Hun Sen Kampong Cham High School that ensures access by poor students
- School-in-a-school model pilot at Sisovath HS completed
- Eradication of private teacher fees in two sites
- Expansion of NGS services at Hun Sen Kampong Cham HS
- Design and implementation of 21st Century educational facilities including science labs (6), 21st Century Library, and ICT labs (2)
- Completion of National Survey to identify 10 new NGS sites with potential for rapid replication.



Students at Preah Sisovath high school do a fish dissection as part of their Biology class.

New Generation School (NGS)

"Cambodia's First Charter Schools"

Snapshot



← The Ministers of Education and Finance and H.E. Hun Maneth open the New Generation School at Sisovath HS, the first of several New Generation Schools planned for Phnom Penh

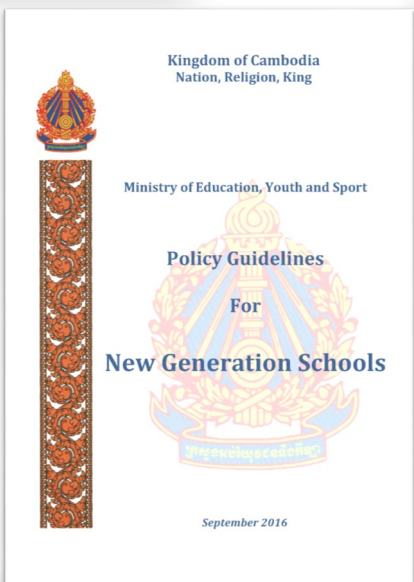


Premiere Facilities Come on Line at Sisovath HS

Sisovath HS is Cambodia's oldest school. However, its 19th Century facilities do little to promote 21st Century learning. KAPE has worked to completely redesign learning spaces at the school by creating a state of the art E-library (above left) as well as attractive color coded classrooms (below) and modern science labs. Each teacher is provided with a laptop and use world-class software in their instruction.



The official adoption of New Generation School Policy Guidelines developed by KAPE with Ministry will facilitate rapid NGS replication. The approval of this policy framework affirms Ministry's full commitment to the reform and will help other donors to work within certain parameters that will ensure that the quality of the NGS brand is not diluted in the future. →



Students at Hun Sen Kampong Cham HS display a project that they completed at a school fair organized by the students.

Features



Students make a presentation using audio-visual equipment in a 21st Century Library in Kampong Cham. →

SCHOOLS FOR THE NEXT GENERATION ...

Youth Empowerment Services

The principle of Youth Empowerment, as mandated by the MoEYS' National Youth Development Policy, plays a key role in the New Generation School model. Youth Empowerment principles are manifested by student choice in the subject themes they wish to study, voluntary club membership, and an empowered Student Council that will help manage the program. Counseling services provided to youth help to ensure that youth decisions are well informed and wise.

Special Student Services

New Generation Schools provide new student services not found in normal public schools including:

- 21st Century e-Library – Counseling Services – Subject Clubs – Life Skills Education – Electronic Assessment – Software-based Learning

Project Profile

Donor	Breteau Foundation
Direct Beneficiaries	1,765 (854 girls)
Budget Received in FY2016	USD7,410.00
Unit Cost per Beneficiary	USD4.20
Provinces Covered	01 (Kampong Cham)
Districts Covered	01 (Cheung Prey)
Target Secondary Schools	01 (Hun Sen Skon High School)
Start Date	01 January 2013
End Date	30 September 2017

Project Update

The new student health clinic began operating in September 2013 at Skon High School. It has been providing health services to students, teachers and school staff throughout the last three academic years. For the 2015-16 academic year just ending, the school health clinic provided health services to a total of 1,176 students, teachers and office staff.

Key Activities

1. Continuing to provide simple health services to students, teachers and school staff during the school day. The most common services are first aid and medical consultations for fatigue and fever.
2. Equipping the school clinic with more medical supplies to address health problems.
3. Providing health education inside and outside the school clinic focusing on keeping healthy, preventing infectious diseases, and maintaining good hygiene.
4. Contributing to national health care promotion through disseminating health care messages and preventing any seriously infectious diseases.
5. Facilitating health referrals by sending children with serious medical problems to specialized hospitals to get more serious treatments such as eye care, hernias, etc.



Program Rationale

In keeping with an implementation approach that promotes stakeholder-driven development, the Student Council at Hun Sen Skon High School 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 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 the classroom or sitting areas outside. The Student Council has met with a donor who has decided to help the students to address these needs. These communications led to the construction of a fully furnished health clinic at Skon HS with a full time nurse provided by the Health Department (through competitive recruitment). This activity is an example of a very stakeholder driven form of development with the initiator being the students themselves.

Snapshot



Project Impact

With the school clinic in place, Skon High School remains a unique and unprecedented public school with on site health care services for students and school staff. The clinic makes the school a more and more enjoyable learning and working environment for both students and teachers. It has also contributed remarkably to decreasing absenteeism and dropout rates over the last three years.

Books For Cambodia (BFC)

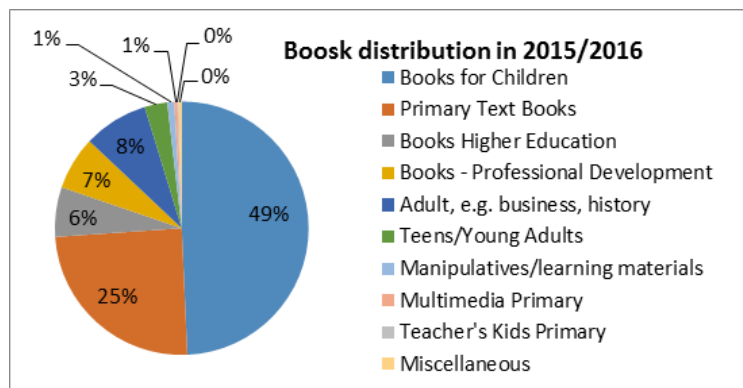
"Enriching children's lives with books and media."

Project Profile

Donor	The Asia Foundation
Direct Beneficiaries	Total: 74,026 Female: 34,958
In-kind Support Received in FY2016	USD280,020.27
Unit Cost per Beneficiary	USD3.78
Provinces Covered	16
Districts Covered	36
Target-government institutions and university	10
Target-NGOs	4
Target Secondary Schools	29
Target Primary Schools	58
Target public, private schools and foundation	3
Start Date	1 April 2014
End Date	30 September 2016

Project Update

During the year, Books for Cambodia expanded distribution from 60 to 100 recipient schools and organizations. The latter included government institutes, charitable foundations, local & international NGOs and public libraries.



Core Goals

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

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



Helping behaviors from parents and teachers cultivate reading habits.

Key Activities

- Books for Cambodia distributed 15,770 books in 2015/16.
- To maximize the distribution and use of these books by our recipients, KAPE conducted regular monitoring and evaluation of book use.
- Program planners compiled a report of findings with concrete recommendations to management to maximize book use.
- KAPE's team also encouraged target schools to promote reading activities and events through outreach to parents and teachers as well as thoughtful library orientations.

Project Impact

Creating a Culture of Learning: Librarians, school managers, and teachers in all schools reported that storybooks are particularly helpful in stimulating student interest in reading. As many teachers and parents do not speak English, these books allow them to guide and participate in children's reading.

Library Enhancement: The Project places a high priority on schools with strong management, including a number of schools with other KAPE programming. This includes the Easy

to Learn (E2L) Project's target schools and KAPE's New Generation School libraries and youth centres. New Generation Schools in particular are demonstrating a strong appetite for books in English as both teachers and students in these schools tend to have extremely high levels of motivation and interest in education.

Looking Ahead: KAPE hopes that funds will become available through government and non-government sources to improve the English language proficiency of teachers so that they can more actively support a culture of reading in both Khmer and English.

Project Profile

Donors	Qatar Foundation and Aide et Action (AeA) fund an alliance of 17 agencies
Direct Beneficiaries	13,003 children
Budget Received in FY2016	USD95,930.00
Unit Cost per Beneficiary	USD7.40
Provinces Covered	2 (Tbaung Khmum & Kratie Provinces)
Districts Covered	6 districts
Target Secondary Schools	NA
Target Primary Schools	43
Start Date	1 June 2014
End Date	30 November 2017

Project Update

As the project completed its 2nd year of operation, KAPE's EAC Team had made encouraging progress in its work to improve equitable access for Out-of-School Children (OOSC) from minority groups and to improve the quality of education they receive. The Project grew last year with the addition of three more core primary schools and ten temporary schools in Tbaung Khmum Province. Temporary Schools are a key project strategy to provide immediate access to underserved children in remote communities by building temporary structures made of local materials. Through a close working relationship with local officials, new Contract Teachers were hired to address teacher shortages. In addition to addressing teacher shortages, support from Ministry also enabled KAPE to use funds previously allocated to hire Community Teachers for other vital initiatives, including life skills training. Community support contributed strongly to the Project's ability to build 10 new temporary schools and reach out to out-of-school children. As a result of these collaborative efforts, 1,228 new OOSCs were enrolled and re-enrolled last year.

Key Activities

- 10 temporary classrooms constructed that provided immediate access to schooling for over 200 underserved local children.
- 5 contract teachers hired by Ministry to address teacher shortages.
- School campaign and community engagement meetings conducted to reach and promote enrolment of Out of School Children (OOSC).
- School mapping completed for 28 schools.
- Scholarship support provided to 414 OOSC children (50% female)
- Child to Child mentorship activities completed, focused on children helping children
- Bilingual Classroom Assistants (BCA) from local minority communities recruited and trained.
- Foundational teacher training provided to help teachers improve their teaching practice.
- Village-based remedial classes provided for slow learners
- Life skills programming offered education relevant to local areas
- Leadership training for Directors and communities to effectively manage grant funds.
- DTMTs received support with regular monitoring and reporting on school progress
- Family livelihood income stipends helped children stay in school
- Children with health problems received assistance to enable them to continue at school.

Global Goal

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

Snapshot



Project Impact

1. Enrolment Rates Increased

- » 2,500 out-of-school children have been enrolled through the Project since it began in 2014.
- » 1,228 new out-of-school children (50% girls) enrolled in Year 2

2. Access to Schools Increased

- » 10 temporary schools were built in Year 2 for a total of 24 temporary schools built since 2014

3. Teacher Shortages Addressed

- » In Year 1, KAPE was responsible for hiring 20 community teachers, using the Project budget.
- » Last year, the Provincial and District Departments of Education (POE/DOE) agreed to support the Project by hiring five Ministry-funded contract teachers.

4. Education Quality Improved

The EAC Project contributed to improved teaching standards and Child Friendly classroom environments by:

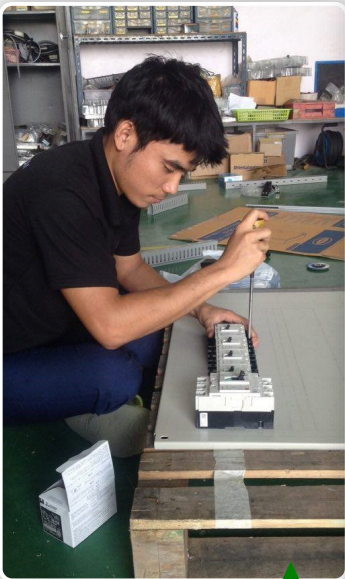
- » Training 108 teachers in Child Friendly School methodologies.
- » Repairing and/or renovating 32 classrooms.

Inclusive Education Program (IEP)

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

KAPE has consolidated some of its smaller and medium-sized projects into one umbrella program called the inclusive Education Program (IEP). Its main goal is to increase access to education, especially girls, minorities and other vulnerable and marginalized children/youth. IEP assists children and youth at multiple levels from secondary school through to tertiary, vocational, and professional training level. IEP has one coordinator managing all projects. There are currently two projects in IEP, namely, Girls' Education Initiative (GEI) and STEM4Women. A third project called Cambodia Tertiary Scholarship Program is planned to start in 2017.

	Girls' Education Initiative (GEI)	STEM4Women
Donors	The OakTree Foundation	The OakTree Foundation, 100Women, Classroom of Hope
Direct Beneficiaries	420 scholars	10 scholars
Budget Received in FY2016	USD118,139.00	USD39,605.00
Unit Cost per Beneficiary	USD170.00	USD450.00 (Study in Cambodia) USD1,200.00 (Study in Thailand)
Provinces Covered	2 (Kampong Cham and Tbaung Khmum)	6 (Kg. Thom, Prey Veng, Tbaung Khmum, Kg. Cham, Takeo, Ratanakiri)
Districts Covered	6	9
Target Secondary Schools	10	0
Vocational College/ University	<ul style="list-style-type: none"> Kampong Chheuteal Technical College Provincial Training Centre 	<ul style="list-style-type: none"> PNC Institute Buriram College of Agriculture Buriram Technical College
Start Date	1 August 2000	1 March 2016
End Date	31 December 2018	28 February 2018



Our Beneficiaries & Communities Prepare for a 21st Century Workplace



Girls' Education Initiative (GEI)

"Reaching Out to the Disadvantaged through Education."

Project Update

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

- Youth Leadership for Students and Student Councils
- Counseling Services for Youth
- Scholarship Support to Vulnerable Youth (in-school) which includes:
 - ☞ Secondary, vocational, and tertiary scholarships
- Scholarship Support to Out-of-School Youth and Referral/Tracking Services
- Livelihoods Support for Parents of Vulnerable Youth:
- Social Support Networks

Project Impact

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

Case Study

Ms. Sless Hatiny (Tiny), a Year Two teacher trainee, came from a Cham minority farming family in Kroch Chhmar District, Tbong Khmum Province. Her community does not have many girls enrolling in higher education because parents want children to stay at home and only study the Islam religion. When she was in Grade 10, Tiny had to ride a bike to high school, which is far from her home. Her girlfriends in the village dropped out of school and her neighbors laughed at her going to school alone. Tiny loves to study and finished high school in 2010.

Tiny wants a teaching career and took the examination to the Teacher Training College 4 times. Finally, she passed the Entrance Exam in 2014 and will be graduating this year.

Before she became a PTTC student, she was a contract teacher in her village for about two years and married. She now has a daughter. In order to become a teacher, she has to live away from her husband and daughter, aged 2 years old, to study at PTTC for two years in Kampong Cham Town, which is about 80 kilometers away from her home. She misses her daughter but she has always told herself to finish her education. Finally, she will graduate this year. As a result, she is able to help change the community's mindset about sending children, especially girls, to school to get a good education. Tiny receives a stipend of USD30 per month through support from the GEI project to study at PTTC for two years. She was selected to be a team leader of the KAPE scholar group and has arranged monthly meetings of scholars with KAPE where she presents a demonstration class. This activity helps raise some money to support an old lady in her village.

Tiny wants to become a knowledgeable and professional teacher so that she can help students to get a good education. Her plan is to continue her studies and get a Bachelor of Education at Western University.



STEM4WOMEN

"Education Transforms Lives of Cambodian Women."

Project Update

KAPE, in partnership with Classroom of Hope (CoH), seek to empower young vulnerable girls-women to tap into a global movement to promote Science, Technology, Engineering, and Math (STEM) studies for 10 young women in 2-year tertiary-vocational institutions funded by a women's advocacy group in Australia called 100Women. KAPE and CoH won a highly competitive application process for the grant supporting these 10 young women.

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

Case Study



Chhan Sreytak, aged 20, is an IT student specializing in System Network Administration at Passerelles Numériques Cambodia (PNC) in Phnom Penh. She comes from single head household and has three sisters. Sreytak's father left the children and his wife many years ago. Her two older sisters dropped out of school at lower secondary school because her mother could not support three children studying at the same time. Sreytak has grown up in an unhappy family environment facing many problems. Her mother sold her small house to pay her debts and to buy cookies and cereals to sell in front of her rental house. Sreytak, sometimes, looked for part time jobs during vacation, in order to support her studies. However, Sreytak also said that even though she had those problems in the family she was still a student who studies hard and always gets a good result. Sreytak has received scholarship support from KAPE since grade 10 and she is studying in Year One at PNC funded by 100Women through KAPE. She said, "in the future, I want to be a business woman. I hope that I will have enough capacity both soft and technical skill then I could run my own company. I do not want to work for someone else but rather be my own boss."

Primary Goal

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

Snapshot

STEM4Women utilizes extensive networks developed by KAPE to leverage limited resources in support of these aims including career counselling and confident workforce entry. These networks include relationships with the Thai Government to provide free tuition and accommodation for selected candidates as well as extensive tuition discounts from tertiary and vocational education providers in Cambodia.

Five poor young Cambodian women have selected to study architecture, food processing, and plant science in Thailand at Buriram College of Agriculture and Technology (BCAT) and Buriram Technical College (BTC) for two years. The other five female students are studying Web Programming (WP) and System Network Administration (SNA) at Passerelles Numériques Cambodia (PNC) in Phnom Penh. PNC is a well-regarded technical institution in Cambodia. In total, 10 young women are now receiving scholarship support from the project this year. They are studying in Year One and the course takes two years to complete. KAPE is hopeful that it will be able to continue to attract support to promote female study the STEM subjects and will continue to provide scholarships such as this in the future.

Key Milestones and Activities

Milestone 1: Recruitment and Graduation from Technical Colleges (Thailand)

- Student Selection and career counseling
- Short course for Thai language proficiency and Cultural Orientation
- Orientation before departure for Thailand

Milestone 2: Recruitment and Graduation from Information Technology Institutions (Cambodia)

- Student Selection,
- Soft and life skill study,
- English proficiency training

Milestone 3: Employment Visibility Events

- Internship

Milestone 4: Alumnus Network Establishment.

I'm Learning Project (IML)!

"Validating New Approaches to Education through Research"

Project Profile

Donor	Norwegian Agency for Development Cooperation (NORAD)/Save the Children
Direct Beneficiaries	4,433 (2,238 girls)
Budget Received in FY2016	USD132,200.00
Unit Cost per Beneficiary	Not Applicable
Provinces Covered	5 (Kampong Cham, Tbong Khmum, Kratie, Kampong Chhnang and Prey Veng)
Districts Covered	16
Target Secondary Schools	15 Intervention Schools and 15 Comparison Schools
Target Primary Schools	Not Applicable
Start Date	1 March 2013
End Date	31 December 2017

Project Update

The *I'm Learning Project* focuses on empirically testing the effectiveness of a new development framework created by Save the Children. This new framework is called *Quality Learning Environments (QLE)* and has 4 key principles relating to cognitive learning outcomes, social-emotional well-being, community engagement, and classroom learning/teaching. During 2016, the *I'm Learning Project* completed many major activities in both its M&E and Research Components. For the M&E work, KAPE continued to collect more data on literacy and numeracy pre-tests as well as enrolment rate data from all intervention and comparison schools in December 2015. The QLE monitoring assessment was conducted during March 2016 in order to monitor the QLE status of all 15 intervention schools and to provide recommendations for interventions during the remainder of the year. At the end of Year 3, KAPE conducted the annual project evaluation and provided recommendations for the final year of the project's implementation in 2017.

In terms of formal research, KAPE has developed a research framework that will guide the collection and analysis of changes in children's learning environments and the actual outcomes, applications, and impact. KAPE collected quantitative data from pre- and post-tests administered during Year 2 (Literacy, Numeracy, and Lifeskills) as well as the qualitative data and developing the new lifeskills tests for the upcoming year 3. The annual research report summarizing Year 2 findings was also completed and has been submitted to the University of Oslo for review and finalization.

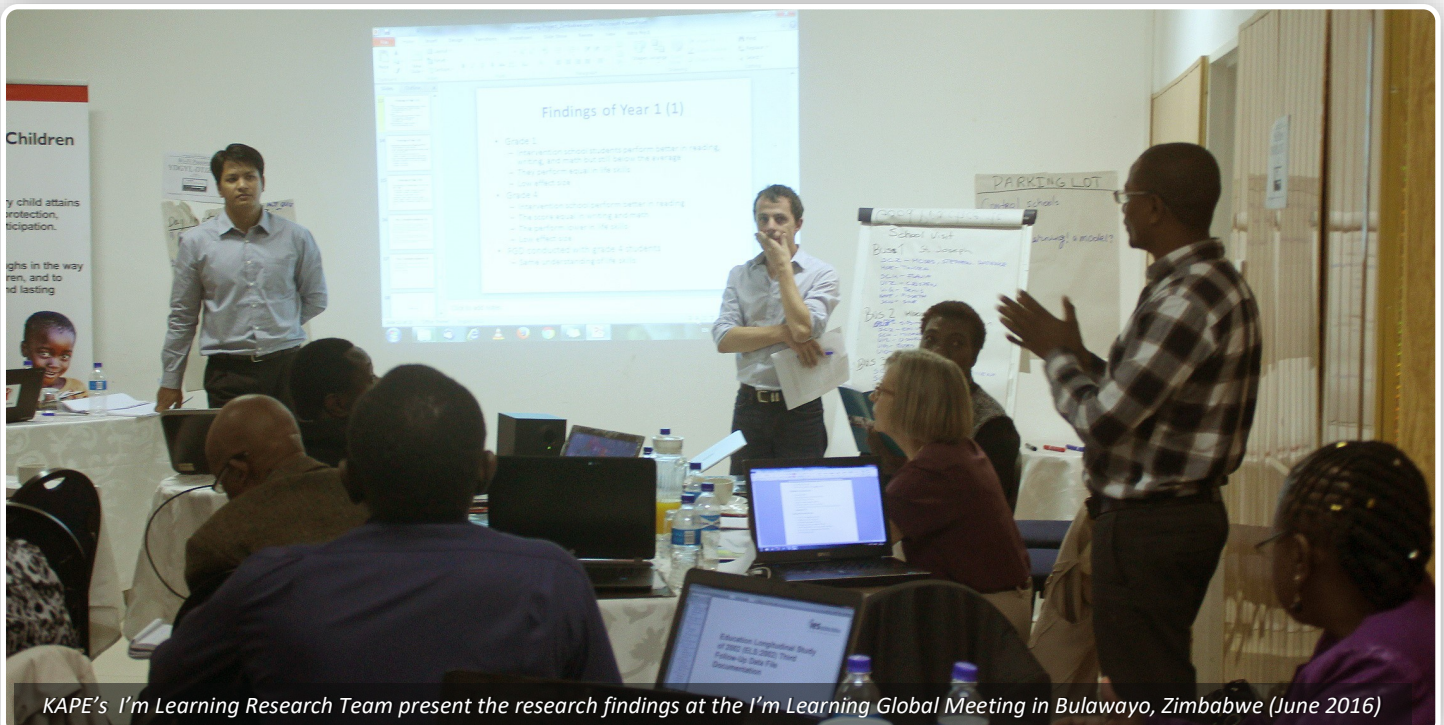
Goal

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

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

Key Activities

1. Collect data for project evaluation
2. Collect data for the longitudinal research
3. Attend national and international conferences with colleagues in two other countries who are engaged in parallel assessment of the same experimental framework



KAPE's *I'm Learning Research Team* present the research findings at the *I'm Learning Global Meeting* in Bulawayo, Zimbabwe (June 2016)

Reinforcing Education Access with Community Help (REACH II)

"Strong Communities Build Strong Schools!"

Project Profile

Donor	We World <ul style="list-style-type: none">• 36 Primary School Directors and 36 Vice Directors)• 363 Primary School Teachers• 15,324 Primary School Students• 47 Pre-Primary School Teachers
Direct Beneficiaries	<ul style="list-style-type: none">• 1,660 Pre-Primary School Students• 360 Scholarship Students• 36 SSC (School Support Committees)• Approximately 96 Local authorities (including POE, DOE and Commune Council representatives)
Budget Received FY2016	USD295,894.80
Unit Cost per Beneficiary	USD17.06
Provinces Covered	4 Provinces: Svay Rieng, Prey Veng, Kampong Chhnang and Pursat
Districts Covered	8 Districts: 3 districts in Svay Rieng, 1 district in Prey Veng, 2 districts in Kampong Chhnang and 2 districts in Pursat
Target Primary Schools	36 schools
Start Date	1 July 2015
End Date	30 June 2018

Project Update

- Support the development of 36 primary schools to develop and implement school improvement plans, including school mapping updating, enrolment campaigns, and parent meetings.
- Support Children Council activities and Life Skills Programming to make education relevant to local areas.
- Capacity-building support on leadership of Directors and Community members, to ensure that stakeholders have the necessary management skills needed to oversee school grant funds effectively.
- Support 360 primary school student scholarships
- Organize study visits for pre- and primary school teachers as well as School Support Committee (SSC) members.
- Library component reinforced to increase students' reading and writing.
- 47 Pre-primary classes supported along with capacity building support.
- Provide capacity building to teachers, commune councils, SSCs, and parents to effectively use literacy toolkits to improve reading proficiency.
- Promote Parental Engagement in education.

Key Activities

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

As the project entered its second year of implementation, there continues to be high satisfaction among local stakeholders about the progress made. Unlike REACH I, the newest iteration of the project places a very strong focus on Early Grade Reading. With funding from WeWorld, the project was able to make some innovations in the way that the Early Grade Reading Assessment Tool (EGRA) is administered, adapting an electronic template called Tangerine to the Khmer Language for the first time.

Goal

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

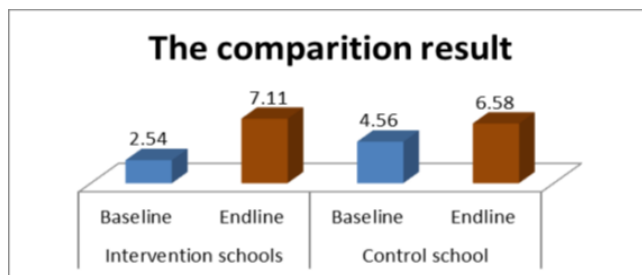
Snapshot



A Children's Council makes a school improvement plan by brainstorming together as a team about what the problems are and what are possible solutions. Such exercises build soft skills for team work and self-reflection

Project Impact

In order to generate empirical evidence of project impact, the project team administered an externally developed EGRA test to children at baseline and endline periods. Significant changes were observed when compared to a set of control schools. In this respect, average changes among Grade 1 children in the ability to read letters was statistically significant and exceeded post-test results in Control Schools (7.11 letters versus 6.58 letters). These and similar results indicate that literacy interventions are having impact on target children.



The project also reported other positive assessment data including positive feedback on literacy interventions by 77% of parents and high performance ratings for Children's Councils, which have contributed actively to school improvement planning activities. In addition, the availability of electronic devices in libraries is helping to transform the way that children learn, especially reading.

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

Project Profile

Donor	ChildFund Cambodia
Direct Beneficiaries	8,155 students
Budget Received in FY2016	USD337,557.00
Unit Cost per Beneficiary	USD41.00
Provinces Covered	Svay Rieng
Districts Covered	2 (Svay Chrum & Romeas Haek)
Target Primary Schools	21 schools
Start Date	1 July 2015
End Date	30 June 2016 (with successful extension)

Project Update

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

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

- 1,575 primary children were provided with scholarships.
- 56 (17 girls) children with disabilities were provided with health referral services.

Project Objective 2: The effectiveness of education (i.e., educational quality) improves through the development and practice of Child Friendly School approaches that are relevant to needs of vulnerable children, especially girls.

- 4 libraries were renovated with 21st century learning environments.
- 1,870 (934 girls) children participated in life skills education.
- 115 (13 schools) classrooms were enhanced to be more Child Friendly including amplified access to materials and renovated, hygienic environments.
- 31 (19 females) Community Teachers were recruited to address severe teacher shortages in target schools.
- 13 (7 female) candidates were provided with scholarships to study at the Provincial Teacher Training College.
- 172 primary school teachers from Grades 1 to 6 were trained in CFS teaching methodology.

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

- 192 (81 female) Grade 1 to 3 teachers were trained on how

Main Goal

The Easy2Learn Project is a programmatic hybrid that combines some of the best programming ideas developed by KAPE over the years into one project. E2L is one of KAPE's best examples of an 'integrated' program. Because KAPE acts as the nexus of funding of several large donors, there is ample opportunity for projects to cross-fertilize ideas. In the case of E2L, the project has adopted some unique approaches to educational development including the use of stakeholder-driven school grant approaches; early grade literacy interventions that include literacy toolkits, a rapid response system, and m-learning; as well as life skills education.

to use reading benchmarks.

- 1,000 IEC materials printed and distributed to target schools including Grade 3 reading benchmarks and interval tests
- 128 reading toolkits were distributed to Grade 1 to 3 in target schools.
- 150 tablets (Samsung Galaxy Tab 3 V) were distributed to students to reinforce reading skills using newly developed Khmer software.
- 21 literacy coaches were trained on how to support Rapid Response Systems to improve children's reading ability in target schools.

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

- 328 (92 females) school stakeholders were trained on how to develop school improvement plans.
- 21 target schools were provided with school development grants that they programmed themselves (e.g., approximately USD1,000 per school).
- 46 school managers were trained on school leadership & management.
- 160 (23 females) School Support Committee (SSC) and CEFAC members were trained on their roles and responsibilities so that they could more effectively support their local schools.
- 510 (261 girls) children were trained on their roles and responsibilities in operating Children's Councils particularly as this relates to improving the school and promoting life skills education.

Key Activities

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

Snapshot



Students use tablets to read in the 21st century library.



Students learn pre-vocational skills relating to vegetable cultivation

E-Books for Khmer Project (E4K)

" Revolutionizing Reading Instruction in Khmer through Mobile Learning. "

Project Profile

Donor	All Children Reading: A Grand Challenge for Development Round 2 with co-funding from USAID, World Vision, and DFAT
Direct Beneficiaries	Students in Grade 2 and Grade 3
Budget Received in FY2016	USD141,274.00
Unit Cost per Beneficiary	USD74.00
Provinces Covered	2 (Kampong Cham and Tbong Khmum)
Districts Covered	11 Districts
Target Secondary Schools	N/A
Target Primary Schools	15 Schools (10 Intervention and 5 Control)
Start Date	1 January 2015
End Date	31 July 2017

Project Update

The E4K project has been operational in Kampong Cham since mid-January 2015. There are four programmatic pillars in the project that center around the development of e-books. These include (i) the development of basal readers (in electronic form), (ii) the development of digitized tests and quizzes to be integrated into the readers, (iii) the creation of instructional protocols that promote differentiated classroom literacy structures (DCLS) (e.g., levelled reading groups in which children can gain confidence by reading at the proper level, as opposed to the one-size fits all readers currently in use); and (iv) the commercial distribution of newly developed e-reader apps through the participation of a private sector partner called *Thunthean Seksa (TTS)*.

The project has now been running for 7 quarters and has completed development of a new software called *Smart Books*. This app is the key software product to be tested under this project, as well as a new manual to promote Differentiated Instruction in the Cambodian context. *Smart Books* are leveled readers based on the official MoEYS reading textbook. Working with Ministry counterparts, KAPE applied readability assessment principles to develop leveled text for each story in the reading textbook that was further enhanced by a number of interactive features. This app is now being piloted in 10 schools under rigorous conditions of assessment. Post-test results will be compared with 5 control schools that have been matched to treatment schools using standardized criteria for comparison.

Key Activities

During the year, the E4K Team has worked on the following activities:

- Developing a platform for electronic readers, interactive features, and interfaces integrating levelled textbooks call SmartBooks.
- Developing a manual that explains how to use SmartBooks.
- Developing a manual that helps to train teachers in Differentiated Instruction.
- Digitizing a Learning Style Assessment: http://kapekh.org/en/what-we-do/16/?pro_id=32
- Publishing SmartBooks in PlayStore: <https://play.google.com/store/apps/details?id=org.kape.smartbooks>

Goal

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

Snapshot

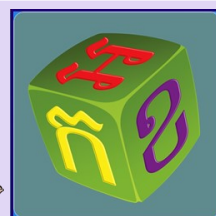


Students use Tablets in their school library to access the SmartBooks app, which provides leveled and interactive text



The use of technology-based solutions to literacy help to break the monopoly of teachers as mediators between students & the learning process

SmartBooks and Aan Khmer! are both available online for students to study. These apps are available for all who have access to a smart phone that uses an Android Operating System. The app is available on PlayStore as indicated in the Link provided below.



Project Impact

The E4K Project has not only created a number of innovative software products and manuals but has also demonstrated practical applications of 'readability' principles to the Khmer Language. These applications will greatly facilitate future efforts to compose levelled Khmer text using empirically-based criteria of text complexity.

Project Profile

Donor	The Atlassian Foundation
Direct Beneficiaries	Students in Grade 1, 2 and 3
Budget Received in FY2016	USD34,612.78
Unit Cost per Beneficiary	USD35.41
Provinces Covered	Kampong Cham and Tbong Khmum
Districts Covered	2 Districts
Target Secondary Schools	N/A
Target Primary Schools	3 Schools
Start Date	15 December 2015
End Date	30 June 2016

Project Update

TRAC II promotes early grade reading through a system of interventions that provide a 'total' reading approach that moves beyond the classroom to include other elements in a child's learning environment including enhanced library services, child-to-child support, efficiencies from technology, access to self-learning games (i.e., literacy toolkits), and increased parental engagement in literacy support activities at home. The foundation of the system starts with Reading Benchmarks that have been developed in collaboration with MoEYS and are now adopted for national dissemination. The benchmarks, which include clear assessment protocols promote schools' ability to identify struggling readers who can be assisted through a Rapid Response System (RRS). The coordination of continuous assessment activities and RRS protocols are facilitated by a Literacy Coach who animates the RRS. Targeted innovations under RRS include access to enhanced 21st Century library services, peer tutoring, literacy toolkit materials with self-study games, parental outreach, and m-learning. The project was piloted for 6 months in 3 rural schools with encouraging results. In spite of a highly abbreviated implementation period, TRAC II was able to show major decrements in '0' scores on a baseline test, improvements in reading scores, and a diminution in the number of challenged readers during the 4-month period of actual implementation.

Goal

KAPE proposes to promote early grade reading through a system of interventions that provides a 'total' reading approach that moves beyond the classroom to include other elements in a child's learning environment including enhanced library services, other students, efficiencies from technology, access to self-learning games (i.e., literacy toolkits), and parents.

Key Activities

Activity 1: Emplace a Continuous Assessment System in 3 schools based on Reading Benchmarks approved by MoEYS for Grades 1, 2, and 3.

Activity 2: Set up a Rapid Response System (RRS) with a range of activities to respond to the needs of struggling readers who are identified under continuous assessment protocols outlined in the reading benchmarks. RRS includes peer tutoring, library enhancement, access to literacy toolkits, m-learning, etc.

Activity 3: Identify and train Literacy Coaches in 3 schools who will coordinate reading benchmark implementation with teachers, as well as parental outreach, animating RRS protocols, and working with librarians in 21st Century libraries. Monitor using standard tools in tracking student progress.

Activity 4: Set up 21st century libraries in 3 schools that include innovative designs with multi-function use of space, e-library services, and access to literacy apps that take the form of m-learning exercises and electronic levelled readers for Grades 2 and 3.

Activity 5: Organize parental and community outreach activities to ensure that reading support to all readers extends to beyond the classroom. This includes parent conferences, parental borrowing of literacy materials, and commune support of literacy coaches.

21st Century Library: TRAC II has sought to develop libraries that are more modern and child friendly with colorful furniture providing many comfortable places for student to read as well as access to modern educational games and m-learning devices.



Project Impact

KAPE has redesigned library spaces in supported schools to provide attractive and modern learning spaces for Cambodian children. The community in Tuol Trea Primary School was quite excited about this idea and raised the most money of any school to help establish a 21st Century Library there. In all, the community raised USD2,000 for renovations and furniture to contribute to the TRAC II Project. Since opening in May 2016, all school libraries have been overwhelmed with children who sit in special play areas, access modern literacy games, and strengthen their literacy skills on a new literacy software called *Aan Khmer* that was developed especially for the state schools.

School Management and Leadership (SML)

"Improving Good Governance at the Grassroots"

Project Profile

Donor	ChildFund Cambodia
Direct Beneficiaries	3,851 students (1,933 girls)
Budget Received in FY2016	USD69,757.00
Unit Cost per Beneficiary	USD16.00
Provinces Covered	1 (Kratie)
Districts Covered	1 (Chhloung)
Target Primary Schools	11 schools
Start Date	1 July 2015
End Date	30 June 2018

Project Update

During the last year, the project has provided support to target schools as follows:

- Delivered two training workshops on School Management and Leadership to DTMT members and school directors.
- Provided support and direction to improve technical meetings at 7 school clusters in Chlaung District.
- Provided seed grants to 11 schools to facilitate the development of child friendly school learning environments.
- Provided scholarship support to 154 poor students in 11 schools
- Hosted a study visit from Samaritan Purse/ Banteay Mean Chey.

Key Activities

- Deliver training sessions on technical skills, leadership and management to DTMT members in Chhlong district.
- Conduct technical school support visits to school managers by DTMT members.
- Conduct leadership and management training sessions by project staff and DTMT members for school managers.
- Organize exposure visits for school managers and DTMT members to learn about Child Friendly School initiatives in other locations.
- Conduct technical cluster meetings with teachers by school managers and DTMT members focusing on teaching skills and learning materials production.
- Develop school improvement plans in a participatory manner along with accompanying grants to support an evolution towards more child friendly school environments.
- Provide capacity building sessions to SSCs on roles and duties, key education policies (e.g. EFA), advocacy and community engagement.
- Conduct SSC assessments at various points (e.g. Baseline, midline and end line) during the project.

Goal

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

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

Snapshot



DTMT and School Directors attended the workshop on Leadership and School Management, presented by UI Run, KAPE Senior National Adviser.

Project Impact

Since the SML Project started, there has been increased regularity in the monthly technical meetings at cluster school level across all schools. Combined with technical support from project staff regarding new methods of teaching and learning, these meetings have also demonstrated an increase in good 'substance' for teachers to reflect on and practice. These changes are in large part due to changes in the attitudes and behaviors of school managers who are taking a more dynamic role in the leadership of their schools. Other recent changes include a noticeable improvement in the appearance of schools where strict rules for rubbish disposal are now in place. Classrooms are now rich in materials and well-organized leading to more active student learning in classrooms.

Under the direction of DTMT members, managers have developed a vision for their schools that is widely known and understood by both teachers and communities. This vision focuses on promoting improved educational quality in a way that is directly linked with better leadership among managers. Combined with seed grants provided by the project, schools have also been showing greater initiative to beautify school grounds, improve classroom environments, improve hygiene, and enhance learning activities. The seed grants are programmed during School Improvement Planning sessions that school managers and teachers have also learned during the year.

Children's Digital Library (CDL)

"Cultivating Reading Habits among Young Children"

Project Profile

Donor	The Asia Foundation (TAF)
Direct Beneficiaries	591 students (305 girls)
Budget Received in FY2016	USD5,723.88
Unit Cost per Beneficiary	USD9.68
Provinces Covered	2 (Kampong Cham & Svay Rieng)
Districts Covered	2 (Krong Kampong Cham, Svay Chrum)
Target Primary Schools	Aknuwath PS, Tanou PS, & Char PS
Start Date	1 October 2015
End Date	30 September 2016

Project Update

The Children's Digital Library Project is a joint venture involving KAPE, The Asia Foundation, and Library for All. The idea behind the project is to promote access to a wider range of children's books through electronic means. These books include those in both English and Khmer. The project was implemented in the school libraries of 3 schools at the beginning of the 2015/16 academic year with intensive training for librarians, teachers, literacy coaches, and school managers about the goals of the program and how the software employed by the project works. This software is called Let's Read!. The project also provided about 20 tablets to the various school libraries participating in the project, which had the Let's Read! software installed. The training for stakeholders focused on how to integrate library reading into the instruction of reading in Khmer and English (e.g., by setting up reading clubs), how to use and maintain the tablets, and how to use the software to maximum effectiveness. CDL focused on children studying in Grades 3, 4, and 5, as these are the grades where primary school children are studying English most intensively. Because KAPE is the nexus of several other large primary school development projects, CDL also sought to build synergies with the early grade literacy activities of these projects. In this regard, the project was able to enhance programming in the REACH Project (funded by WeWorld), the E2L Project (funded by Child Fund), and the Beacon School Initiative (funded by Oaktree Foundation). Important activities in this regard included on-going bi-monthly reading competitions, reading club activities, and reading appreciation awards for the students that showed exceptional performance.

Key Activities

1. Providing tablets to school libraries
2. Installing the *Let's Read!* app on tablets in all libraries.
3. Training librarians, literacy coaches, school managers, and teachers in animating digital library services.
4. Promoting a culture of reading in all school through various activities, e.g., reading clubs, reading awards, and observance of National Literacy Day.
5. Developing a manual called, "Strengthening Reading Activities that Promote Reading Culture."

Goal

The goal of the Children's Digital Library (CDL) project is to increase children's access to reading materials of high quality through an electronic channel, particularly as this relates to the use of mobile devices (e.g., tablets, phones, etc.).

Snapshot



Students in a reading club engage in structured reading activities, summarizing the main idea in what they have read and why they liked or did not like the stories they read

Project Impact

Digital reading activities among schools participating in CDL were extremely popular among children. Monitoring visits found frequent meetings among children occurring in their club groups outside of regular school hours, demonstrating a keen desire to read. These activities were greatly facilitated by measures in all participating schools to keep libraries open for the entire school day and in some cases even at lunch time. The reading competitions also proved exceptionally popular and one student at Tanou PS was able to read and summarize 157 books, while another student had read 151 books during the year. These and other students were honoured during the year with the Exceptional Performance Awards. Observers also noted that there appeared to be a major shift in the behaviours of many children from playing games to reading in the library. No doubt, the availability of mobile learning devices in libraries greatly contributed to this change in behaviour.

Major challenges encountered by the project included low literacy levels among many children who as a result of the automatic promotion policy were not able to read at all, even though they were in Grades 4, 5, or 6. In addition, tablet maintenance proved to be a major challenge and some tablets were not of a very high standard.

Quality Learning Environments Expansion (QLE)

"Promoting Learning Environments for Growth"

Project Profile

Donor	Norad/Save the Children
Direct Beneficiaries	22,398 students (8,666 girls)
Budget Received in FY2016	USD135,565.00
Unit Cost per Beneficiary	USD6.00
Provinces Covered	3 (Kampong Cham, Tbaung Khmom, Preah Vihea)
Districts Covered	16
Target Primary Schools	44
Start Date	1 January 2016
End Date	31 December 2018

Project Update

The QLE Expansion Project started implementation in Kampong Cham, Tbaung Khmom, and Preah Vihea Provinces in January 2015 and will end in December 2018. The project is based on the 'QLE Framework' developed by Save the Children and includes Four Key Principles including: 1) Emotional and psychological well-being; 2) Physical protection; 3) Active Learning (and improved learning outcomes); and 4). Parent-Community Participation. The QLE Framework seeks to promote a more holistic approach to educational development and shares many similarities to the philosophy of the Child Friendly School movement and policy.

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

Key Activities

- Establish working groups at provincial and district level so that local government officials can play a leading role in project implementation.
- Identify and train core trainers at school level who can animate activities that are part of the QLE implementation framework.
- Provide teacher training support in the instruction of Khmer Language, Mathematics, and Life Skills as well as four key elements of the QLE Framework.

Goal

The QLE project goal is to (1) increase school access and enrolment for underserved children; (2) improve the quality of children's education; and (3) empower MoEYS and provincial /district offices of education to more effectively identify the problems (including schools) and solutions that relate to improving educational access and quality in remote and rural schools.

Snapshot



Children participate in a reading competition in a reading camp, which promotes increased educational quality outside the classroom.



Home reading activities are observed and evaluated.

Project Impact

The project has partnered with 19 schools to create new reading spaces in the community called 'reading camps.' These spaces can be located at people's homes, in temples, or neighbourhood meeting places. Over the course of the year, the project worked with communities to set up nearly 50 reading camps in project target areas. These spaces are enriched with reading and writing materials and are intended to give children time to reinforce their reading and writing skills in an informal environment. That is, reading camps should promote reading and writing as leisure activities and not forced activities as they often are in the classroom. The establishment of reading camps was done in close collaboration with local officials at provincial and district level and involved exposure visits to other schools with successful reading camp interventions. This included visits to Svay Porn and Thlok Chroy Villages in Kang Meas District of Kampong Cham.

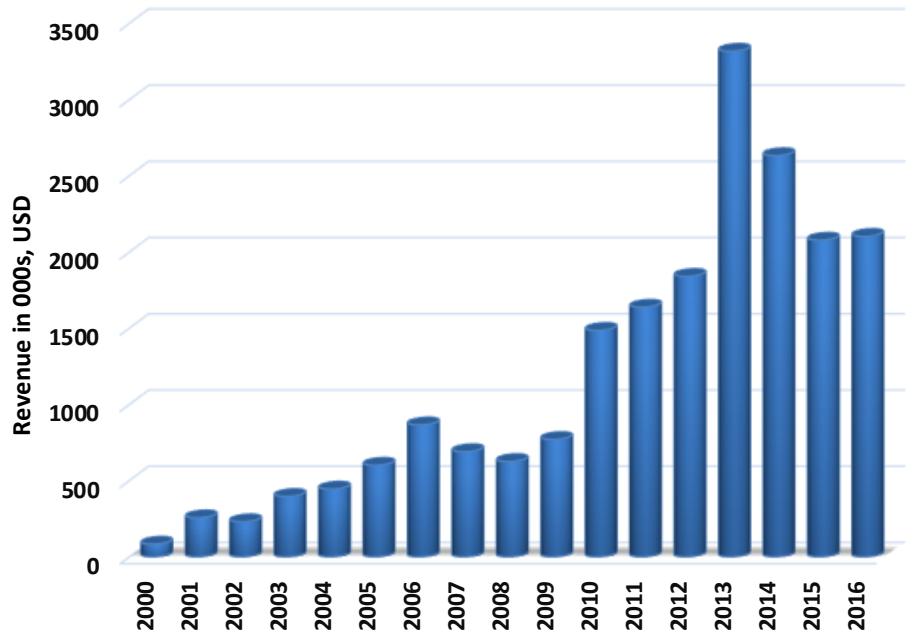
In another 9 target schools, the project renovated rooms that are now being used as a school clinic to facilitate improved health care for children. In addition, the schools made health care plans in collaboration with the commune health centres to ensure maximum effectiveness of proposed health care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

Financial Highlights

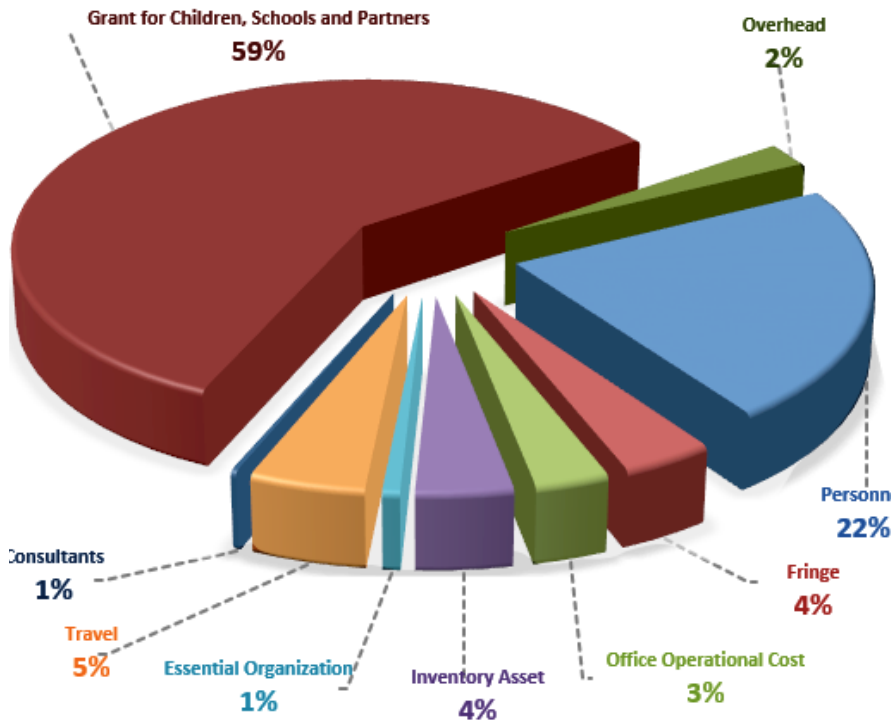
Cash Assets and Expenditure

Description	Amount (USD)
Total Project Revenues FY2016	2,101,909.15
Balance Forward from FY2015	172,450.34
Interest Income	489.70
Available Assets in FY16	2,274,849.19
Total Expenditure in FY16	2,061,169.44
Fund Utilization Rate	91%

Fund Receipt Trend



How was the USD spent?



Revenue Streams in FY2016

Donors	Amount (USD)
ChildFund Cambodia (CFC)	539,237.00
Ministry of Education, Youth and Sport (MoEYS)	375,676.93
Save the Children (SC)/NORAD	239,162.71
The Oaktree Foundation (TOF)	213,910.07
WeWorld	208,380.27
Autonimus	141,557.00
World Vision	141,274.00
Aide et Action (AeA)	97,810.13
KAPE/Overhead	50,745.76
The Atlassian Foundation	34,612.78
100Women/Classroom of Hope (CoH)	27,868.78
USAID	19,045.72
The Breteau Foundation (TBF)	7,428.00
The Asia Foundation (TAF)	5,200.00
New Revenue Received FY2016	2,274,849.19

A Note of Appreciation

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

Thank you!

KAPE Management Team FY2016

Board of Directors



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Chair



Bun Rithy
Vice Chair



Though That
Member



Hem Mony
Member



Chhay Typa
Member

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Sao Vanna
Executive Director



Hin Simhuon
Vice Director & Tech, Manager



Kurt Bredenberg
Senior Technical Adviser



Bo Sambath
Finance Director



Chuon Saran
HR & Admin Manager



Hem Mary
IEP Coordinator



UI Run
Senior National Adviser



Judy Baldwin
Technical Adviser

KAPE Management Team Members (In alphabetical order)



Ariel Rozenblum
Technical Adviser (NGS-PP)



Chhorn Chhayyuth
E4K/TRAC II Program Manager



Hang Pisseth
IML Program Manager



Kum Meng Hour
QLE Expansion Program Manager



Leang Sovany
NGS Program Manager



Mai Sarith
REACH2 Program Manager



Nou Sinath
E2L Program Manager



Oeur Sawin
Communications Coordinator



Phann Bunnath
Team Leader/Youth Resources Adviser



Phuong Sareth
IMS Manager



Pich Sophoen
Program Manager (BFC)



Set Soleakna
Reading Coordinator



Sless Tahieith
EAC Program Manager



Soeung Vann
Program Manager (BSI)



Sok Kimheang
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Steven Prigent
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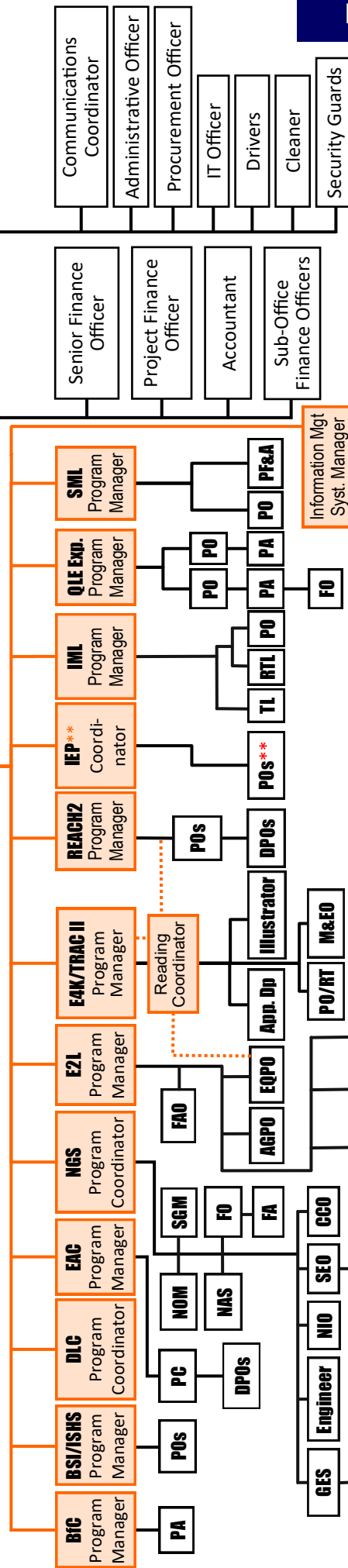
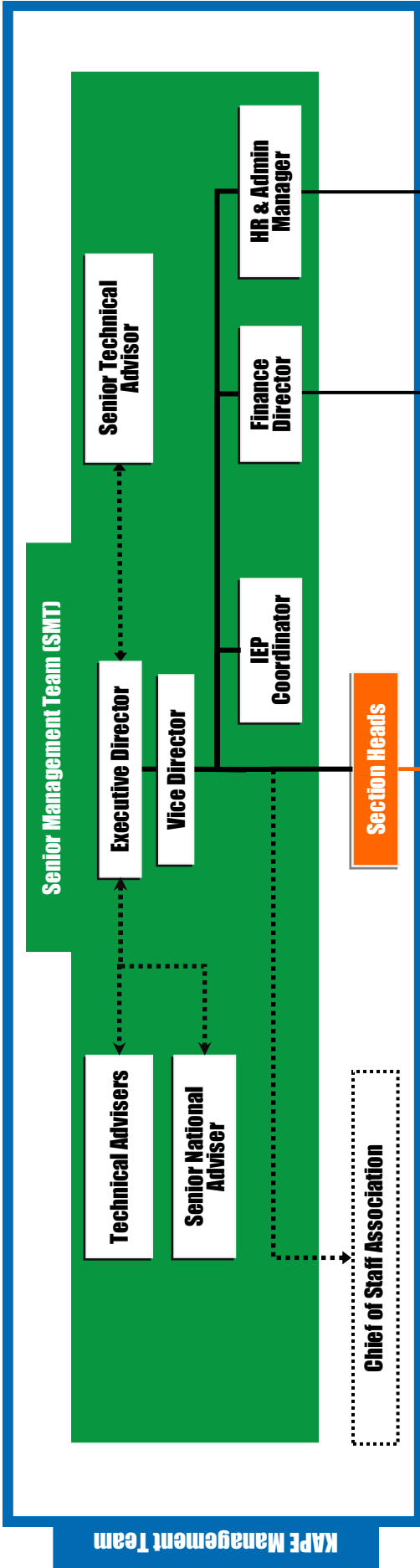


Sum Vannak
Affiliated Manager (TTS)*



Tom Titona
SML Program Manager

* **Note:** TTS is an autonomous social enterprise affiliated with KAPE.



AGPO	Access & Governance PO	KLS	Khmer Language Specialist	PF&A	Project Finance & Admin Officer
App. Dp	Application Developer	M&EO	Monitoring & Evaluation Program Officer (MIS)	PO	Program Officer
AS	Assistant	M&ES/RT	Monitoring & Evaluation Specialist/Reading Trainer	QLE Exp.	Quality Learning Environment Expansion
BIC	Books for Cambodia	NAS	NGS Adviser (ICT in Education)	REACH II	Reinforcing Education Access with Community Health
BSI	Beacon School Initiative	NGS	New Generation School	RTL	Research Team Leader
CCO	Career Counseling Officer	NIO	NGS in ICT Officer	SA	School Animators (2)
DLC	Children's Digital Library	NOM	NGS Operations Manager	SEA	Science Education Assistant
DPO	District-based Program Officer	PA	Program Assistant	SEO	Science Education Officer
ISHS	Improved School Health Services Project	PC	Provincial Coordinator	SGM	School Governance Mentors (2)
ISHS	Relationships with Advisers	PED/DCD	Primary Education Department/ Department of Curriculum Development	SML	School Management and Leadership Team Leader
ICTPD	Inclusive Education Program	PO/RT		TL	Total Reading Approach for Children
ICTPD	Improved School Health Services Project	DPO		TRAC II	
E2L	Easy2Learn	FAO		Information Mgt Syst. Manager	
E4K	E-Book for Khmer Educate A Child	AGPO			
EQPO	Education Quality PO	EQPO			
FAO	Finance-Admin Officer	App. Dp			
FO	Finance Officer	Illustrator			
GES	General Education Specialist	App. Dp			
ICT in ES	Information Communications in Education Specialist	PO/RT			
ICTPO	Informatic Communications Technology in Education PO	M&EO			
IEP	Inclusive Education Program	ICTPD			

Section Heads
 Two-way arrows = Relationships with Advisers.
 Dashed Boxes = Autonomy. SDPP is a semi-autonomous project. The Staff Association is a fully autonomous collective.
 POS** The IEP umbrella comprises the Girls' Education Initiative (GEI) and Science, Technology, Engineer and Math (STEM4WOMEN). "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.