

2019 Annual Report
on
‘Improvement for Quality of Education in
Cambodia’ Project



ESC “KIZUNA”

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Executive summary

This report covers the implementation of the scholarship program for teacher trainees in Phnom Penh Teacher Education College (TEC), Alumnae Activities Support and English program under the supervision of the Ministry of Education Youth and Sport. The project funded from The Nippon Foundation implemented by ESC “KIZUNA”, this annual report is carried out in period January to December 2019. Summary of the outcomes on each activity is outlined as follows:

I. Scholarship program

(1). Provisions of the scholarship to teacher trainees

Considering the fact that approx. 90% of the trainees studying in P-TEC are from rural provinces outside Phnom Penh, the majority of them likely face financial difficulty to sustain their living and studying for 2 years training course in P-TEC, which frequently causes absences on class and difficulties to ensure adequate time for their studying. As a countermeasure to tackle the challenge, ESC provided the trainees with the scholarship of 15USD per month and providing every three months. Total 101 trainees of P-TEC year II received the scholarship for the period of the training, they started their classes in November 2019 and finish in July 2020.

(2). Study tour to Angkor Wat

The study tour was conducted for 3 nights 4 days from 11th to 14th December with 101 participants from P-TEC. According to a preliminary survey conducted, approx. 70% of the trainees particularly those from the provinces have never been to the place. The participants visited the historical monuments including Angkor Wat as a symbol of the country and national model school in Siem Reap province. The study tour enabled the trainees to study historical monuments and temples from



perspectives of their teaching subjects and share the thoughts and experiences among the others, moreover, the study tour contributed to developing their intellectuality and a sense of inquiry required as a teacher.

(3). Teacher Education College (TEC) Events

The current scholarship program will be terminated in August 2020, due to strong requested from trainees and director of TEC to keep continue support for improving quality education in Cambodia. Then, the Kickoff event was held on 20th December with 364 teacher trainees from P-TEC to find what is going on at the frontline of the training and dormitory life in TEC through panel discussion among the teacher trainees, during the event the reading method was provided by Mr. Kenji Nakamura expert from Japan to all the participants. The Director of TEC showed a strong interest in the reading method, he said that reading methods must be included in the training curriculum for one credit.

According to the discussion, the trainees had proposed the ideas for a new scholarship program with emphasis on dormitory system, library activation and 2 new art club activities such as indigenous and cooking club.

II. Alumnae Activities Support

ESC Kizuan started the scholarship program with the funded from The Nippon Foundation since 2008 up to date, approx. 2,300 alumnae. For the purposes of building up the network and make best use of this resource KIZUNA started supporting Alumnae Meeting 1st in Koh Kong province in October 2017, 2nd in Phnom Penh in April 2018, 3rd in Preah Vihear province in October 2018 and 4th in Phnom Penh in April 2019 and 5th in Mondulkiri province in October 12, 2019. Due to the face KIZUNA divided alumnae into groups and started programs with outcome impact as followings:

(2).1- Koh Kong group: Clean and Green program

Total of 8 schools were selected in Koh Kong province cooperated with PoE (Provincial of Education), MoEYS for a trial of clean & green project. The kick-off meeting was organized on 28th June 2018 for total of 24 participants from 8 schools, 3 participants form each school (school director, one alumnae as a representative of teachers and one representative from the community). The program in purpose to develop the environment around the school and improve attractive with School director, teachers and parents each school, and to support the students change their mine concept to clean their school without garbage.

(1). Finding:

The amount of 8 schools 2 high schools are outstanding in this project.

1. Koh Sdach High school
2. Hun Sen Chamkar leur High school

These two schools lead the other 6 schools by their management. Koh Sdach High school was selected National Model School top 5. And Hun Sen Chamkar Leur High school was selected to supporting the promotion of the school garden by Rotary Club in Japan.



(2). Conclusion

Clean & green project continue to develop as new project “Eco-Heath project” from January 2020. NGO-Kizuna re-selected 9 schools in Koh Kong included schools that the school director is a member of alumnae leadership training.

(3). Study tour Japan

The study trip in Japan has held the alumnae in November 2019 with a purpose to increase their awareness and motivations in their profession. Totally 11 participants for the trip were selected including 3 school directors, 1 deputy director 2community, they came from 2 outstanding schools in Koh Kong province, 3 MoEYS officers from the related departments, General Inspector department, General Secondary Education department, and department of Policy and 3 Kizuna staff.

The study trip in Japan provided the participants with an opportunity to learn about

1. The school management
 - 1) School Evaluation system

2) PTA system and activity

2. To learn about the school health education system
3. To learn about culture and education of Japanese philosophy

The contents of the trip focused on the observation of the school activities, sports event, and school management and exchanging ideas with teachers, PTA members and school principals in Japan. The results of the study trip show positive impacts as follows:

- The participants from MoEYS could learn the different tools between Cambodia and Japan evaluations system. In Japanese, they evaluate by scores evaluation from the students, community and the school itself, it's different from Cambodia while evaluation is from the teachers only. However, nowadays, we can't let the students participate in evaluation because it still has some limitations. At the least, we have approved in evaluation by the school itself (self-assignment) with the community. MoEYS have applied the self-evaluation (teachers and community) to the school evaluation system in Cambodia included kindergarten, primary and lower secondary school and the related department to use self-evaluation system for it to be more effective.”
- The school directors and community from Koh Kong started to set up a health room, shoe racks and they will try to organize the sports event with the community this year.

2).2- Phnom Penh group: Art club activities

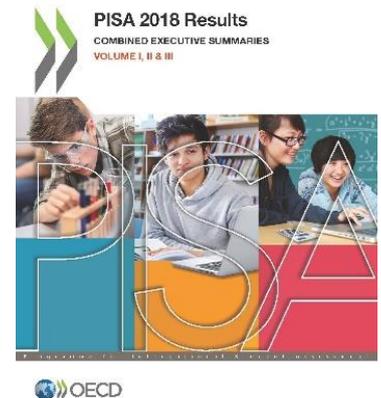
Art club activities at P-TEC was created by art alumnae teachers who graduated P-TEC. There are 150 art alumnae, most of them are working in Phnom Penh after graduation. Though their major subjects are Art and History, they are teaching only history subject but not Art at their school because Art subject is not conducted at most public schools. NGO-Kizuna has started to support Club activity by Art alumnae cooperated with P-TEC from April 2019.



Three art clubs: Lakhon Khol, Apsara dance and Lakhon Niyeay were introduced in the 4th Alumnae meeting “Find Khmer art” in Phnom Penh with 492 participants (263 alumnae and 229TEC trainees) organized by NGO-Kizuna. One of the observers of this event, Mr. Set Seng, School Director of P-TEC also showed his strong interest to support Art club activity at P-TEC. As a result, 93 trainees (year II) who were interested in art were interviewed by Kizuna staff. Additionally, donations for the operation cost of club activity was supported by the participants of the event and they suggested establishing some kind of committee for sustainable management for future alumnae activities.

(2).3 Stung Treng Preah Vihear and Koh Kong group: Leadership Training Program The experience of Myanmar trip in the year 2017 that focus on the school development with community, the program aims to improve the involvement between school and community, the program is not going well due to the capacity of school directors are still limited, there are two additional of results that showed about this issues from OECD (PISA 2018 results) and MoEYS as following,

According the PISA (Program for International Student Assessment) 2018 results, “around the world, to share of 15-year-old students, in grade 7 and above, who reached a minimum level of proficiency in reading (at least level 2 on the PISA scale) range from close to 90% in Beijing, Shanghai, Jiangsu and Zhejiang (China), Estonia, Macao, and Singapore, **to less than 10% in Cambodia**”.



The MoEYS program has been implemented since 2017 for the Secondary Education Improvement Project (SEIP) supported by World Bank with the fund USD 40.9 million. This project is focusing on three components 1. School Management, 2. Standard Education and Facilities.

Mr. Lor Chha Vanna, MoEYS person in charge of this program said that difficult to implement due to the ability of the school director are still limited. Teachers are difficult to **implement the 4Cs of 21st-century approach because they are lack of literacy skills.**



*** 4Cs: 1. Collaboration, 2. Communication, 3. Creativity, 4. Critical Thinking.**

(1). Workshop leadership Training

Regarding the issues above the leader training program has been established instead of the school development with a community program. The workshop was held in August 2019 by invited Mr. Kenji Nakamura expert of facilitation skills from Japan for providing the training to the participants. The target group of participants is alumnae who became school directors, total of 15 alumnae from Preah Vihear (9), Stung Treng (4) and Koh Kong (2) were selected to joint this program.



The programs are obtaining basic skill such as setting goals, planning, communication and improving the capacity of thinking. After training, the follow-up system had started by evaluating on setting goal and planning (SMART Goal) and their writing diary with a summary of a book review (reading habit) to evaluate the improvement of capacity and skills of the participants. The follow up is focusing on submitting on time of their writing dairy, review books (reading habit) and making a SMART goal that achievable.

Comments from the participants:

“I want to create art activities in my schools but we don’t have enough budget for the materials, I had

set up a clear goal and planning. I made a schedule to visit each of the student's parent houses to understand their situation first, they are very surprised and happy that I spend time visiting their house. Then I talked to them about the purpose of my visit. Finally, I got the financial support from them which is over my expectations". (Mr. Nov Chamroeun, school director from Stung Treng province) "Currently, I'm using the SMART goal with clear planning to achieve all the activities in my school, preparing hallways to the classrooms, planting new trees and gardening, and a stove for burning wastes all which I can achieve all at one time. Reading and Writing helps my confidence in myself and become braver than before in communicating with the community." (Mr. Oem Dim, school director from Koh Kong province)

(2).4- Phnom Penh group: English program

As primary school teachers never trained to teach English during the 2-year-training that causes many primary schools cannot conduct English classes for grades 4-6 even though MoEYS started the implementation of grade 4 since 2014. Moreover, MoEYS produced only the textbook, no teacher's guide book and no audio scripts. As the issue from primary school, the students are low learning when they proceed to junior high school. MoEYS agreed with the idea of English alumnae that have experience with English is Fun program, especially non-professional English teachers to support primary school teachers to enable them to conduct English class for grades 4-6 by making the listening parts of grades 4-6 adopt the English is Fun program, providing standardized teaching steps (STS) and games.

Now the MoEYS is starting to produce teacher's guide book and they will use the listening parts that are developed by KIZUNA incorporate with English alumnae as audios.

The main activities for the period from January to December 2019 are (1) complete the implementation of 1st half of EG4 book; (2) conduct orientation at primary schools; and (3) Workshop for the new school year.

(1) Complete the implementation of 1st half of EG4 book:

The implementation of EG4 book was started from March and the 1st half of EG4 was completed in August 2019. According to observation by JHS teachers found as the followings:

- Listening parts are able to help primary school teachers to conduct the English class event though they don't know English.
- STS makes teachers feel confident to conduct the class.

During this period, we did not conduct any listening assessment that make students lost motivation. It was suggested to let alumnae to cooperate with Finn to produce the listen assessment in order to keep students' motivation and we are able to assess what they gain from the listening parts.

(2) Conduct orientation at primary schools:



With the purpose of getting the schools understanding the process of implementation of English for primary school an orientation was planned to conduct at 20 primary schools in the provinces of Koh Kong, Siem Reap, Preah Vihear and Stung Treng, unfortunately 2 schools in Stung Treng could not visit due to the heavy rains and storm.

(3) Workshop for new school year:

In order to make smooth implementation for new school year, new teachers were introduced on how to use listening part of EG4 book as well the STS for 2 days and additional 1 day, new teachers and former teachers together were introduced about listening part of EG5 book and how to conduct quizzes and exam as well. The content of introduction was designed and conducted by English alumnae incorporate with Finn.



III. Project of high school English (grades 10-12)

After the project of Junior High School English was completed, the minister of MoEYS made a directed request to TNF in the meeting on 6th April 2018 to supporting the development of High School English curriculum. Then in May 2018 TNF agreed to started the project with selecting the consultant from UK to develop the syllabus and lead the writing of textbooks.

The main activities for the period from January to December 2019 are (1) Testing lessons of EG10 book; (2) finalise EG10 book to submit to MoEYS; (3) plan for EG11 book; (4) Record the tapescripts; and (5) Design teacher training.

(1) Testing lessons of EG10 book:

In order to see the lessons of EG10 book whether work at the real classes, the testing was conducted twice in the remote provinces.

- First from July 30 to August 2, 2019: Five high schools in Mondul Kiri province were selected to conduct the testing.
- Second from December 23 to 27, 2019: Total 7 high schools were selected for the testing (3 schools in Koh Kong province, 2 schools in Preah Vihear province and 2 schools in Siem Reap).



The procedures are:

- Send lessons both student's book and teacher's book to each teacher in advance
- Observe the teachers conduct the lessons individually
- Interview with the students and teachers separately

According to the procedures above, the result showed that:

- Teachers are able to conduct the lessons within 50 minutes provided per lesson
- Teachers find it easy to prepare the classes by following the teacher's book
- Students are interested in the pictures that help them to understand the meaning of the vocabulary in the lesson

- Students mention that the instruction in the lesson is easy to understand, which they can do self-study

(2) Finalize EG10 book to submit to MoEYS:

As the schedule of EG10 book project is from March to September, 2019 so from September 15-21, Adrian Tennant, consultant of the project came to Phnom Penh in order to finalise EG10 book with writers, illustrator, designer, editors and English committee members so that KIZUNA is able to submit to MoEYS for approval to use it officially in the national curriculum.



(3) Plan for EG11 book:

At the same time of finalizing EG10, Adrian Tennant has guided the writers to write EG11 book by focusing on fixing the real situation at schools such as mixed ability of students, the capacity of teachers in urban and remote areas and so on.

The schedule is to start writing from October 1, 2019 and planned to complete by March 6, 2020. For the design will be completed the final proofs by April 12. Then submit to MoEYS by the end of April, 2020.

(4) Recording the tapescripts:

The tapescripts were recorded under the management of Finn Aberdein, advisor of the project who experienced in sounds recording with BBC for many years. In cooperation with ACE and writers the recording was conducted from December 2-4. All characters were selected from ACE teachers and students with volunteer basis.



(5) Design teacher training:

Adrian Tennant suggested to ask an outstanding writer, Sopha Boramey to design teacher training under guidance from him, because she always the first and have good coordination among the writing team. The content of teacher training is focused as followings:

- Key features in student’s book and teacher’s book including the specialty of the book
- Advice for teachers to use the materials well

IV. Financial statements for the period from 01 January to 31 December 2019 are as follows:

1).	FUND RECEIPTS	USD	
	Fund received from the Nippon Foundation	867,600.00	
	Balance brought forward from previous rent deposit	3,550.00	
	Head quarte fund	(40,020.00)	
	Total fund receipts (1):		831,130.00
2).	FUND DISBURSEMENTS		
	Monthly Salary	83,652.17	
	Income tax	6,766.10	
	Ticket/Visa/Insurance/ House rent for SG	5,703.87	
	Office Asset	10,512.00	
	Office Supplies	1,587.19	
	Utilities	3,794.25	
	Communication	4,917.00	
	Forwarding	77.94	
	Transportation	13,291.76	
	Scholarship to trainees	31,080.82	
	Study tour	47,163.29	
	Life skills support	13,576.65	
	Research through ex-trainees	8,868.87	
	Development of syllabus for G10/G11/G12	112,728.94	
	Alumnae Activities Support	183,660.17	
	Professional Fee	3,600.00	
	Miscellaneous expense	13,848.37	
	Total Fund Disbursements (2)		544,829.39
3).	Total balance (3) = (1)-(2)		\$286,300.61
	Represented by :		
	Cash on hand	1,293.00	-
	Cash in Bank	281,457.61	
	Deposits	3,550.00	
		\$286,300.61	
4).	Allocation:		
	Deposit	3,550.00	
	Total (4)	3,550.00	
5).	Fund returnable to the Nippon Foundation (5)= (3)-(4)		\$282,750.61

End

