



2021 Annual Report on
The Project Improvement of Education Quality
in Cambodia

I. Teacher Education College and Alumnae Support

II. School Health Education Support



ESC “KIZUNA”

July 17, 2022

Acronyms

NF	The Nippon Foundation
MoEYS	Ministry of Education Youth and Sport
SHD	School Health Department
ESC	Education Support Center- KIZUNA
EQAD	Education Quality Assurance Department
TEC	Teacher Education College
P-TEC	Phnom Penh Teacher Education College
B-TEC	Battambang Teacher Education College
NIE	National Institute of Education
PSS	Picture Story Show
TGU	Tokyo Gakugei University
STS	Standardized Teaching Steps
SHD	School Health Department

Executive summary

With funds from The Nippon Foundation, the project Improvement of a Quality of Education in Cambodia was conducted by ESC Kizuna, its primary interest is to improve a quality of education particularly in rural area through assisting the field of human resource development in consists of two main programs

- I. Support Teacher Education College and activities by alumnae
- II. School Health Education Support

I. Teacher Education College and Alumnae activities support

ESC has been working with TEC management under supervision MoEYS (EQAD) to develop the reading literacy curriculum and teaching materials in purpose to promote the reading habits with introducing book club fun reading methods and the library system at TEC, in addition, the program is intent to build a connection with the student trainees who are going to engage in teacher profession in the whole country. They are valuable information source contributing to develop the future activity for the purpose of the new project. The extracurricular activities were established by alumnae such as, Art club support and produce the sub teaching material included recreation game for the Primary English, G4-G6 from alumni volunteer group. The summary activities as following,

1. Teacher Education College support

<u>Program</u>	<u>Online</u>	<u>Offline</u>
1) Reading Literacy development	√	
2) Workshop support		(√)
3) Dormitory support		(√)

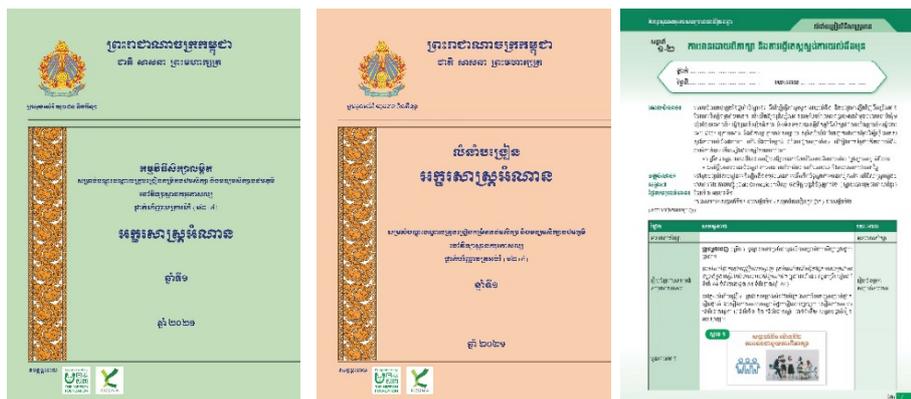
1) **Reading Literacy curriculum Development**

The reading literacy curriculum and materials have been developed and completed by a Japanese expert with alumnae teachers and P-TEC management teams and trainers under the supervision of MoEYS (EQAD). The concept program is to promote reading habits with active learning in TEC.

a. Finalized the materials and get approved as an official subject

In November 2021

Before proposing MoEYS as an official subject, PTEC trainers finalized checking the materials and curriculum of the reading literacy in September 2021. Then the materials and curriculum have submitted to MoEYS at the end of September. In November, the curriculum has approved as an official subject for one credit from the minister of MoEYS.



Teaching materials, syllabus and teaching procedures.

b. Training workshop

23rd to 25th November 2021

3-day training provided for BTEC trainers instructed by PTEC trainers ((Appendix-1) and supported by Mr. Kenji Nakamura, Japanese expert on Learning design and Facilitation. The purpose is to know the contents of 15unit of the Active Reading Method and raise interest in its implementation. The training has been executed smoothly under the facilitation of PTEC trainers. According to BTEC trainers, the facilitation and demonstration entire training highlighted that the BTEC trainers showed a clear understanding of the concepts of reading literacy with its purpose. These ensure that the training curriculum and the procedures appear to be suitable to the trainers' capacity and ability varied among the trainers, which was the challenge anticipated before starting the training.

c. Class Practice

December 2021 – January 2022

With participate one class of 25 student trainees the class practice was conducted in purpose to verify that trainers be able to conducted the lesson and manage program well themselves. In results, it is recognized remarkable progress in their performance compared the beginning but some of the trainers with moderate lecture skills needs more instruction in the lesson plan and training. They still need to practice the instruction of some activities such as "Good & News", "Think and Listen" and activities of psychological safety, since they have not enough experience of this kind of activity.

d. Implementation as official subject at PTEC

January 2022

After getting approval from MoEYS, PTEC has started implementing the reading literacy curriculum as an official subject with 250 1st grade student trainees from 10 classes of junior and primary level.

Baseline in December and Endline in April 2022

The baseline and endline surveys have conducted to briefly survey the current reading literacy of 1st-grade student trainees of PTEC. We use a combination of past PISA sample tests (in Khmer) provided by EQAD, taking into account their proficiency levels.

- It should be noted the following issues
 - the PISA test is designed for 15-year-old students.
 - this is a simple test with a limited number of questions unlike official PISA test.
 - this test was done in paper unlike official PISA test.
 - we measure their reading literacy by simple correct answer rate
 - because of these reasons above, result of PISA sample should not be measure assessment tool but one of some assessment tools such as summarizing, reading fluency,

PISA sample test

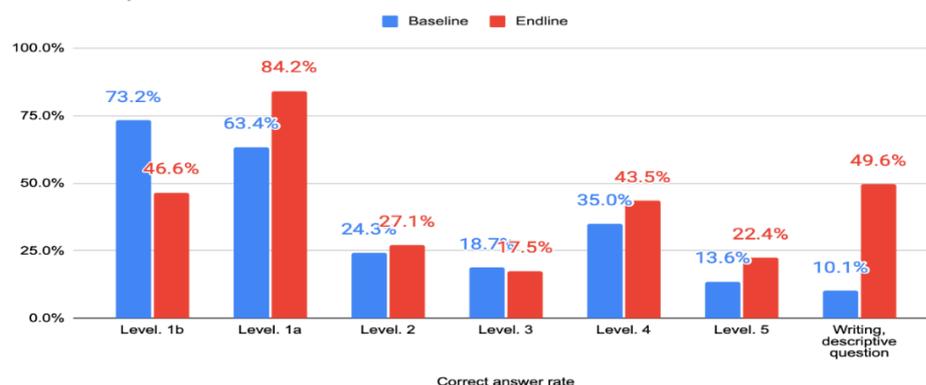


Fig-1 : Results of PISA sample test.

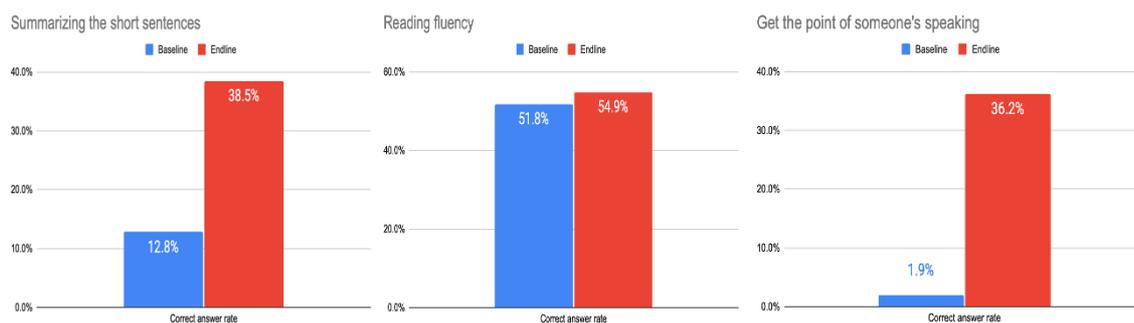


Fig-2: Results of the summarizing, get the point and reading fluency.

Analysis of survey results:

In general

- ❖ Although the main solution to lack of reading literacy should be conducted in a lower degree of primary school as educational institutions say, this result shows that they can still improve it.

PISA

- Except for 1b, the scores are relatively improving. In particular, the score for the "Writing, descriptive question" section, in which students are required to think and write their own opinions, was approximately five times higher.
- According to Trainers of PTEC, one of the reasons for the lower score in 1b is that the relevant questions require interpreting meanings from tables, and educational process has not provided any opportunity to solve this kind of question.
- According to Trainers of PTEC, the Endline survey is more difficult than the Baseline survey. Therefore, BTEC will use the exact same questions for Baseline and Endline. Since the answers are not taught after Baseline, there is a 3-month period between Baseline and Endline, it seems feasible to use the same questions. We will compare the use of the same questions for Baseline and Endline with the use of different questions and utilize the results in next year's survey.

2) Dormitory support

The existing scholarship program was terminated in 2020, while the teacher training system changed from 2 years to the 4-years training systems for Phnom Penh and Battambang teacher education colleges. Then the purpose of keeping a network with student trainees to collect information on a new project future, the survey is progressing for PTEC and BTEC on the current real needs of student trainees who are staying in dormitories. During the PTEC event in April 2019 student trainees have raised some issues about the system of dormitories as below,

- There haven't been any clear systems on how to manage it yet.
- Lack of involvement from student trainees for regular meetings, cleaning, and maintenance facilities.

BTEC issues,

- The big gap of living environment between males and female's dormitory including sanitary.

a. Equal living environment support

April 2022

Regarding the requested letter from the director of BTEC and issues above to improve an equal

living environment for male student trainees that they are staying at the old building during female got a good living condition. They are facing to concentrate on their studies and mental health problem because of poor living environment and sanity issues.

As a starting point to build a relationship and network with student trainees at BTEC, Kizuna had supported 100 beds and 100 wardrobes in the dormitories for BTEC to improve the living environment and sanity.



Before supported the beds



After supported the beds

Comments from student trainees,



I could concentrate on my studies without stress because we had enough space with a clean environment in the room compared to before was a mess and many mosquitoes that we had to go out to study and do homework.

Before getting the bed from Kizuna, there was a very messy and narrowed space for staying 12 people on the floor. It was uncomfortable to sleep and study. The situation has changed after getting supported because I was able to concentrate on my studies well and complete homework on time, and also my mental getting healthier due to deep sleep.



2. Alumnae Activities Support

ESC started the scholarship program with the fund from NF in 2008 until 2020, approx. 2,400 alumnae are working as teaches in 6 regions, Koh Kong, Stung Treng, Preah Vihear, Monduliri, Rattanakiri, and Phnom Penh. Support alumnae activities started in 2019 for the purpose to improve teaching skills and obtaining basic skills such as setting goals, planning, communication between the school and community.

<u>Program</u>	<u>Online</u>	<u>Offline</u>
1) Leadership program / Book club	√	
2) TEC Art club support		√
3) Alumnae workshops		x
4) Study tour abroad	Cancelled	
5) Primary English support		√
6) HS English handover Ceremony		√

1) Leadership training / Book club

End of June 2021

Start spreading the book club program established instead of the leader training programs by the

target group is alumnae who became school director who has high motivation to improve own school from the province of Preah Vihear (2), Stung Treng (4) and Koh Kong (7), and Mondulkiri (1), totally 14 schools (totally 2119 students enrolled) were selected to participate in this program. It aims to improve basic practical skills and mindset of school directors and Inter-generation exchange with future Club Activity of Book Reading in TEC.

a. Online workshop for 2 times a month and intermediate survey

Since June 2021, training online was conducted via Zoom twice a month to improve the capacity and skill by “Learning by doing” with “Following-up” to promote reading activities and library functions.

The intermediate survey was to confirm the progress of this project that we train the basic reading literacy and working skills of school directors (TeamS: Table1).

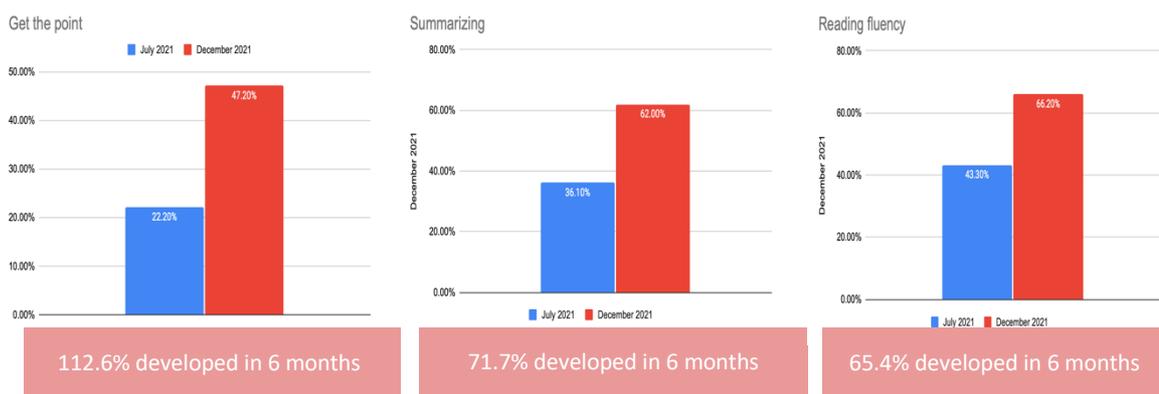


Fig-3: Results of the summarizing, get the point and reading fluency.

Analysis:

- They are in progress quickly grasp and type the main points of what is being said verbally.
- They can quickly summarize the written sentences and type it.
- They hey can understand one simple sentence accurately and quickly.

b. Provide basic IT training via online

September 2021

With 14 school directors were received the basic IT training by using Google tools such as typing, zoom, and google drive by making the manuals for themselves, to start the reading activities online. Results,

- They are getting used to be zoom such as reaction, mute, turning on/ off video, and share screen.
- They can access the google documents and slide and use one google account by resetting the password compared to the beginning.
- They start using their laptop to join the online workshop and conduct the meeting with the teacher via Zoom.

c. Workshop on library management and reading activities

October 2021

In cooperation with specializing in book dissemination NGO-Sipar, Kizuna has provided 5-day training on library management and reading activities to the school director and librarian from Koh Kong Stung Treng, Preah Vihear, and Mondulkiri. Its purpose is to promote the reading activity among the teachers and students, develop skills relating to techniques of storytelling, story reading using Kamishibai and puppets, and promote the library.

Comments from participants



Phay Sopheavy

“We understand that libraries are *very important for research, information, and science*”



San Sona

“I have learned various storytelling techniques by using Kamishibai, puppet shows, books, and panels. I think I will be able to conduct these activities for my students.”

They could quickly catch up the explanation and able made *presentation in short time with summarize on the key words and sentence very well* The training could *save time almost 50%, resulting in getting extra time for practices*



Ms. Khun Rana
Trainer, Sipar

“ I could understand that the role of librarians is important and valuable to manage library smoothly and *to inspire student reading*, to support students *to find the right book for their level as well*”



Nov Chamroeun

d. Post-training on the library management

December 2021 & January 2022

The Post-training was carried in December 2021 for Preah Vihear, Stung Treng and Mondulkir group and Koh Kong group was held in January 2022. The mission’s purpose is to supports to librarians, teachers, school principals and school directors in terms of preparing, setting up and operating effectively their libraries after the opening of the new academic year.

- In general, the librarians have basic knowledge of the management after the pre-service training in Phnom Penh.
- They are creative by making themselves book shelves from local resource and understand well the purpose of classification of books (fiction and non-fiction books),and they dedicate space for the library’s work.
- It is to highlight also that most of trained librarians start to be aware of the importance of reading and only 4 among of them inform us that they haven’t read or they read just few pages.

2) TEC Art club support

Totally 150 art alumnae graduated from TEC, and most of them are working in Phnom Penh and teaching only histories subject while their main subject is art and history. Currently, art subjects have been included in the national curriculum of public schools the most of them are not conducting the class.

Art alumnae are concerned about losing traditional art in the future. They decided to propose ideas to Kizuna to create an art club at P-TEC to promote art subjects and provide an opportunity for student trainees to learn Khmer culture by cooperation with teammates through their daily practice. After student trainees participate in the club, they will be able to conduct art subjects at their residents’ schools as non-professional art teachers so that art will be able to spread nationwide.

The club activity was suspended in the 2021 school year due to the school closure; from the new school year of 2022, trainees have been practicing spontaneously for the Art presentation at the end of the school year in September, based on weekly volunteer lecture by nine alumnae.



Practicing six art club activities by student trainees with Art alumnae volunteer teachers

3) Workshop

An Alumni workshop is a twice-yearly event where Alumni teachers from around the country gather to exchange information and present each project, training, and art club presentation. However, the event has been postponed due to restrictions on face-to-face events caused by Covid-19.

4) Study tour abroad

Kizuna organizes study tours to neighboring countries and Japan for selected and highly conscious Alumnae teachers to learn about overseas educational systems and support improving the quality of each school. However, the tour was abandoned due to restrictions on face-to-face events caused by Covid-19.

5) Produce the English Audio subtext for G4-G6

MoEYS has introduced English Grade 4 since 2014. However, orientation for the teachers has not enough provided and most of primary school teachers cannot implement the English class due to their English skill is limited. Most of primary teachers have never trained to learn the English teaching method during their 2 year- teacher training course.

According to the Alumnae group on English Junior High School teachers, Grade 7 students who did not learn English in primary school, Grade 4-6 have low motivation to learn English when they enter junior high school, as they are unable to understand even the easy-to-understand junior high school English textbooks produced by Kizuna.

Completed to create the system of this program is developed based on the experience with “English is Fun” program. And eleven English Junior high school alumnae teachers who already has a skill of “English is Fun” audio text voluntarily support primary school teachers in same area to enable them to conduct English classes for grades 4-6 by using public English grade 4-6 books together with audios of listening parts which produced by Kizuna with Mr. Finn Aberdein, EiF producer in cooperation with EiF alumnae under the supervision from MoEYS.

The audios text is based on the content of the listening part in existing English grade 4 to 6 books and adopting the concept of English is Fun program that the students have chances to practice speaking with the native speaker in the audio. At the same time standardized

teaching steps (STS) was designed as the route for the teachers to follow for the class. The audios for listening part of English grade 4 book was completed by the end of year 2019 and grades 5 and 6 were completed by the end of 2020.

Due to Covid 19 pandemic, the implementation of the pilot was suspended. All schools were re-opened from January 2022, so we start to implement the pilot of grade 4 and our activities for the period from July 2021 to April 2022 are as the followings:

a. Workshop for grade 4 teachers:

23rd-24th December, 2021

The workshop was held with the purpose to deliver the teaching methods to the teachers who participating in the project in order for them to conduct the English classes effectively by using audio of listening parts following the content of English grade 4 book. The content of the workshop was designed and conducted by Mrs. Un Sreynet and Mr. Nhek Kosal, English is Fun (EiF) alumnae and Mr. Srey Soksapat and Mr. Nin Channan, EiF national facilitators. In total 35 teachers from 21 Primary schools, Koh Kong (6), Preah Vihear (6), Stung Treng (6) and Siem Reap (3) provinces participated in the workshop.

As the result the teachers were able to understand the concepts of the audio of the listening part with gaining the skills of teaching method, they can follow the Standardized Teaching Steps very well and they showed strong interests and commitments to the project.



Mr. Tong Borith, Deputy director of Primary Education Department, MoEYS participants in the workshop understood the significance of the teaching method using this material and expressed their willingness to actively introduce it into public education in future. He also suggested Kizuna that

b. Pre-testing the English skill on primary students:

7th-14th January, 2022

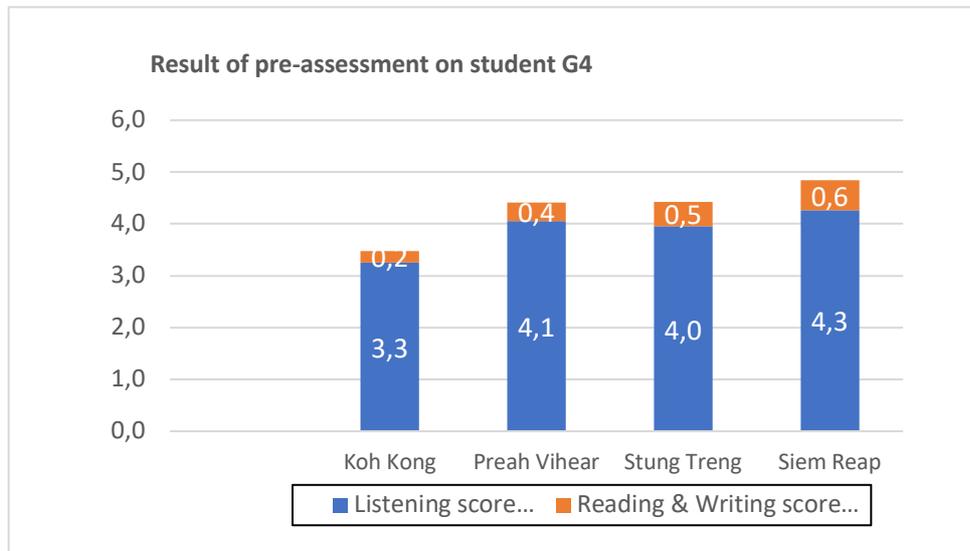
In order to see the English skills of the students before participating in the project, The pre-testing was conducted by EiF national facilitators at model schools in Koh Kong, Preah Vihear, Stung Treng and Siem Reap. The content of pre-testing was designed by



Mr. Finn Aberdein audio producer which focusing on listening and writing and reading skills.

As the result, the scores of all students are below the half of the perfect score, especially writing and reading scores is

almost zero, students cannot write even the alphabet A, B, C.



c. 1st Monitoring: in mid-term

16th-24th March 2022

After starting the implementation from the middle of January 2022, the 1st monitoring was carried out at 21 model schools in a method of interview with school directors, teachers and students and evaluate the class performance of the teachers with the purpose to grasp the current status of the project implementation in the model schools to identify needs and problems for improvement.



The result shows as the followings:

<Positive impacts>

- The teachers realize that the students are able to follow the presenter in the audio of listening parts well and the audio helps the students to understand the content of the class.
- The attendance rate of the students for English class is nearly 100% compare to other subject classes is on 80%-90%.
- The audio of listening parts helps the teachers to understand the content of the lesson and help them to gain English knowledge as well.
-

<Challenges>

- Most of the teachers need more improvement on conducting “Drill”, “Pair work” and “Games”.
- Some teachers try to use “Picture cards” that they make copy from the book in black and white since they have never introduced on how to use it.
- Most of the teachers conduct review lesson faster since there are less activities than regular units.

According to the challenges that we found from monitoring we design an upgrade training for the teachers so that they will conduct the class more effective.

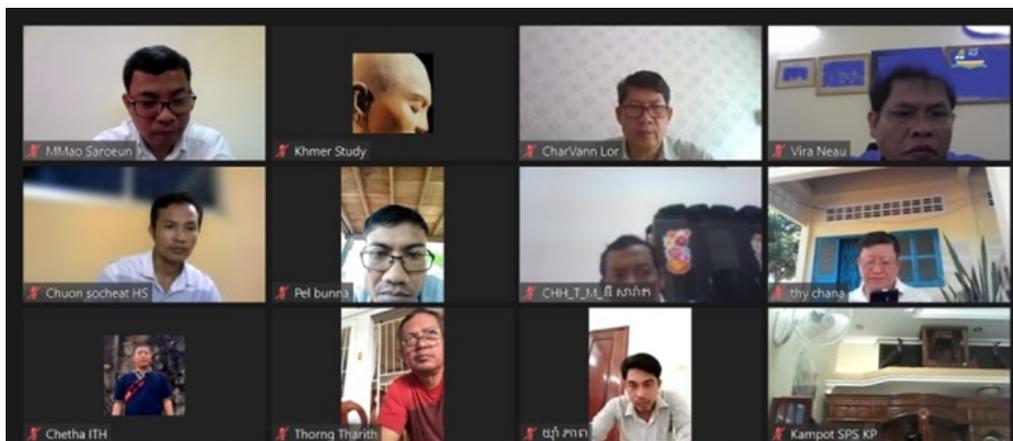
6) Follow up the new High School English curriculum:

The new high school English textbook and Teacher's book had been completed in December 2020, and also completed to hold the face-to-face orientation for NIE English trainers, and online video training materials have been produced and introduced to NIE English trainers as the materials for review.

As our agreement with MoEYS is that unless they have complete training for English teachers, we will hand the materials for printing and using at schools. According to Covid 19 pandemic, the government has cut some budget from each ministry. Since MoEYS has no budget for face-to-face teacher training, MoEYS decided to use the new textbook guide video produced by ESC for training purposes to conduct an online teacher training via Zoom for 770 English teachers for grade 10 nationwide on April 22, 2022.

MoEYS has fulfilled the conditions for handing over the new high school English textbooks for Grade 10 from Kizuna with the implementation of this online training for all Grade 10 teachers. MoEYS is planning to start to implement English class with new Grade 10 curriculum produced by Kizuna.

MoEYS planning to complete the training for all High School English teachers, Grade 11 and 12 by the end of August, 2022.



Online training for New High School English training for Grade 10

II. School Health Education / Eco-Health Support

The project will cover 9 secondary schools (figure4, table2), total 1309 students enrolled in Koh Kong province where Kizuna alumnae teachers are working. This project will implement the following program to support youth in gaining correct health knowledge to improve their physical and mental health.

1. Develop useful and effective teaching materials for non-professional teachers and students of school health in JHSs.
2. Building a School Health Room System involve their community.
3. Building a sustainable school health management.

1. Develop production of the class material

ESC in cooperating with Social Compass and Tokyo Gakugei University under MoEYS supervision has been produced;

<u>Program</u>	<u>Online</u>	<u>Offline</u>
1) Kamishibai and Animation	√	
2) Trainer and teacher training		√
3) Pilot class at Junior High Schools		√
4) Training of School Garden		(√))
5) Training of physical check up (height, weight, eye and ear)		(√))

1) The Kamishibai, Picture Story Show and the Animation

Each Seven units for Grade7 (G7) and Grade 8 of Kamishibai scripts and Animations had completed until March, 2022. Products of Grade 9 are supposed to complete in December 2022.

a. Pre-testing of the Kamishibai class

- 1st testing: Three Junior High Schools
Tany JHS, Ponleu Vichea JHS and Chroy Svay JHS
on February 8 and 9, 2021
- 2nd testing: Four Junior High Schools and One Primary school
Chamkar Leu JHS, Chamkar Leu JHS, Tanoun JHS, Kho Sdach HS and Tamkon PS, on
Oct 25 to 27, 2021



Kamishibai and teacher

Pre-testing was carried out to make sure the intended Kamishibai text meet the needs of G 7 level as a Health Education class material for both students and teachers and conducted with P-TEC trainers. The specific aims were to pre-test the Kamishibai text to ensure their suitability for G 7 (picture, word and teacher's voice), whether the contents and level of Kamishibai is appropriate for G7 student or not. As the results, class with Kamishibai was a useful tool for School Health education and make the student enjoyed learning the school health subject.

b. Finding and Revision

Interviews with teachers and students conducted before and after the implementation of the Kamishibai class trial in the schools revealed the following;

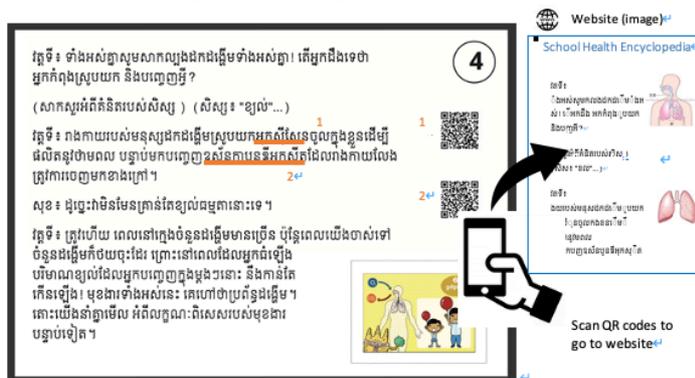
- Teachers understood that school health is a subject that can be applied to real life, which is different from biology and sex education.
- Teachers who had never studied school health were convinced that they could teach school health classes with using the Kamishibai program.
- Students became more interested in school health through Kamishibai, and some students said they wanted to do Kamishibai themselves instead of their teachers.
- We also tested the program in one primary school Grade 4, but found that some students had difficulty in discussion because of their low literacy skills. In order to utilize Kamishibai in health classes at primary schools, it is necessary to develop easier teaching materials such as games and songs.



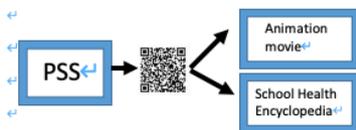
Kamishibai trial at Tamcon PS

Based on the results of the trial, it was found that the following innovations should be added to the "Kamishibai, PSS".

- The content of the storyboard should be less than that of the animation.
- To complement the content of the storyboard, QR codes can be used to link to animations and online health encyclopedias.
- Create a sample lesson plan that will serve as an instructional plan for each unit.



(Fig.3 QR code and School Health Encyclopedia)



2) Teacher training and pilot class

Implementation of grade 7 pilot class, Lesson 1-7 with those materials at nine model JHSs in Koh Kong province was postponed due to all schools closed by the covid-19 pandemic in the school year 2020-2021.

Holding the Kick-off offline training in Koh Kong province on November 21-22, 2021 and offline training for Lesson1 in Phnom Penh on March 14-15, 2022 with invited teacher in charge and school director from each 9 model schools, and implement the pilot class at each school soon after this

training starting by April after the school could officially reopen in phases in 2022. Both training was co-sponsored by the School Health Department, MoEYS.



Kick-off training in Koh Kong province



Training for Lesson 1 in Phnom Penh

Planning the teacher training for Kamishibai

Each lesson up to Grade 7, Lesson2-7, will be repeated through a process of online training, pilot classes, and online review, in order to develop a teacher training manual from May to December of the next fiscal year.

2. Building a School Health Room System involve the community

<u>Program</u>	<u>Online</u>	<u>Offline</u>
1) Workshop		√
2) Develop manual		×
3) Baseline survey		×

1) Workshop on School Health room

Following the workshop held at the end of the 2019 school year on the functioning of the school health room, ESC hold the off-line workshop on January 18-19 with invited three each, the school director, the teacher in charge, and a medical staff from the nearest school from nine model secondary schools in the Koh Kong province to participate in the First aid and hand washing training was conducted. The lecturers were NGO Udon House, that supports the operation of health rooms in primary school in Kandal province, and the School Health Department, MoEYS. The training was also attended throughout the day by the Deputy Director of the Koh Kong State Provincial office of Education (PoE).

Along with the distribution of first aid kits, the training included instruction on how to use and manage the equipment along with medical staff and how to record health room users. Blood pressure monitors were also provided to the first aid kits provided to encourage community members to participate in school health.

Planning the School Health room

After the above training, the school health room also stopped operating due to school closure. The school will reopen and encourage the resumption of health room user records and resume efforts to operate a sustainable health room.



Workshop for hand washing (left) and first aid (right) in Phnom Penh

2) National Health Room Manual

Cambodia does not have official guidelines for school health room management, so even if health rooms are established, they are not operated correctly. Therefore, Kizuna is consulting with the Department of School Health, MoEYS to produce a draft of a health room manual that can be used nationwide with provided guidance from TGU, and coordinated with the Ministry of Health. The demonstration will be conducted at nine model schools at the start of the 2022 school year, as school closures due to COVID-19 prevented completion in the 2021 school year.

3) Baseline survey about Student Health

Kizuna is in the process of developing baseline survey items supervised by TGU, based on the Global School Based Student Health Survey (GSHS) conducted by the School Health Division in 2014 to assess the health situation in rural areas. The survey will be postponed to September 2022 due to COVID-19.

3. Building a sustainable school health management

<u>Program</u>	<u>Online</u>	<u>Offline</u>
Sustainable school health management program		×

1) Herbal garden project

The school herbal garden project, which was initiated to gain knowledge of herbs while having companies buy the herbs grown at the school to fund the budget for health educational facilities and school beautification, has now been suspended due to the closure of the school. The project was suspended due to the closure of the school. The project will resume in May, 2022 with a workshop in Koh Kong province to produce crops for Japan.

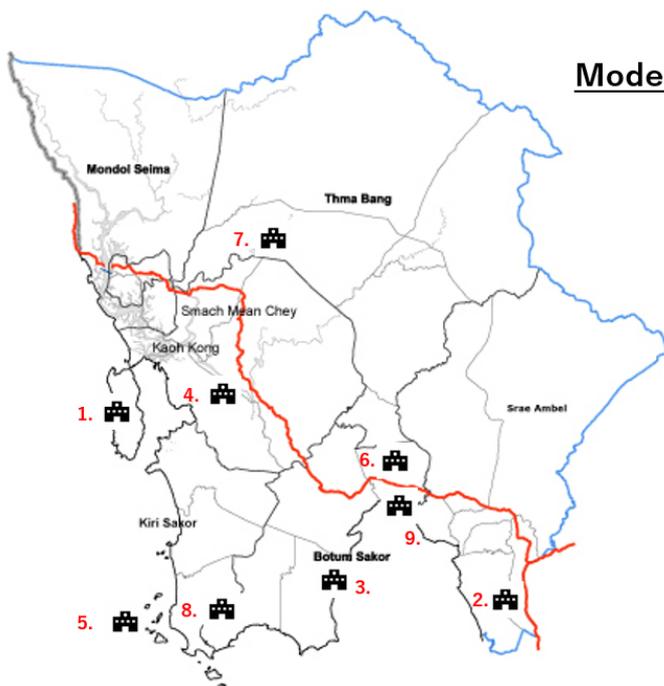
2) School vegetable garden

During our field survey late last year, many teachers requested training in basic agricultural techniques. With many villages closed and access to food cut off by COVID-19, the need for self-sufficiency is greater than ever. Kizuna will begin offline training on basic agricultural techniques.



(Left) School herbal garden project / (Right) School garden

(figure 4) Map of Eco-Health model 9 Junior High Schools in Koh Kong province



Model schools in Koh Kong province

1. Chroy Prah JHS
2. Chroy Svay JHS
3. Hun Sen Chamkar Leu HS
4. Hun Sen Tropang Rong HS
5. Koh Sdach HS
6. Ponleu Vichea JHS
7. Russey Chrom HS
8. Tanoun JHS
9. Tany JHS

(table 1) Team S, 14 School Directors, and teachers in charge of library in their school

No.	School Director	Name	Name of JHS or HS	Number of students	In charge of library	Name	Province	Eco-Health member
1		Roth Sovannborey	Srokchheb JHS	354		Sok Vannda	Preah Vihear	
2		Bloe Bien	Rattanak JHS	114		Chhayti Thanit		
3		Moeun Buntoeng	Samkhoy JHS	115		Pa Channa	Stung Treng	
4		Sam Vichettarak	Talat JHS	83		Ny Socheat		
5		Nov Chamroeun	Koh Preah JHS	57		Sann Sona		
6		Chea Pisith	Anlong Phe JHS	104		Phay Sotheary		
7		Oem Dim	Chamkale HS	189		Choun Nor		O
8		Em Sophan	Tanoun JHS	79		Thoeng Kimsou		O
9		Nge Sin	Tam Korn PS	100		Chhoun Ra	Koh Kong	
10		Dang Chanborey	Russey Chrum HS	222		Tit Ey		O
11		Chhoeun Seiha	Tropang rounng HS	175		Chhel Chhorvorn		O
12		Savin Rottanak	Koh Andeth PS	38		Tieng Chetra		
13		Nann Vannit	Koh Sdach PS	375		Phen Thida		
14		Pal Syne	O Plai JHS	114		Ly Na	MK	

(table 2) Eco-Health model 9 Junior high schools in Koh Kong province

No.	School Name	Number of Students	School Director		Teacher in charge	
1	Chroy Prash JHS	55		Sorm Kray		Youb Zerfiyas
2	Chroy Svay JHS	196		Krong Sokhim		Mean Thea
3	Chamkar Leu HS	189		Oem Dim		San Sreykhouch
4	Tropang rounng HS	175		Chhoeun Selha		Sorn Sreyoun
5	Koh Sdatch HS	205		Phork Hoeun		Sang Kakada
6	Ponleur Vicher JHS	119		Men Chan		They Kimleng
7	Russey Chrum HS	222		Dang Chanborey		Krong Phally
8	Tanoun JHS	79		Em Sophan		Sare Sophea
9	Tany JHS	69		Ouk Kimhey		Seng Soeurn

Project/Organization Summary

Project name	Improvement of a Quality of Education in Cambodia
Project site(s)	Phnom Penh and 25 provinces
Project period (one year)	2021/01/01-2021/12/31
Budget (one year)	USD 851,349.31
Applicant Information	Education Support Center Kizuna (Japan office) 1-8-16, Shiroyamadai, Nagasaki, Nagasaki. (Cambodia office) #136ABC, Room E, St. 51 Sangkat BoengKengKang1, Khan Chamkamon, Phnom Penh, Cambodia. Tadanori Takada / Secretary General

Summary of Financial Statement Report

Project period covered with the mid-term report	2022/04/30-2021/01/01
Budget for the period January 2021 to April 2022.	-Budget : \$857,789.31 (Included refund deposit from SG's house rent) -Expenditure: 661,536.96 (Included cancelled Audit payment for Jan-Dec,2021 \$2,500) -Balance : 196,252.35 -Budget execution rate: 77.12%

State of progress

<u>Program</u>	<u>Online</u>	<u>Offline</u>
I. Teacher Capacity Development Support		
1. Teacher Education College support		
1) Reading Literacy development	√	
2) Workshop support		(√)
3) Implementation of the reading literacy		(√)
4) Angkor Wat study tour		(√)
2. Alumnae activity support project		
1) Readership program / Book club	√	
2) Library system and management		√
3) TEC Art club support •		√
4) Alumnae workshops		√
5) Study tour aboard		×
6) Primary English support		√
7) HS English handover Ceremony		√
II. School Health Education / Eco-Health Support		
1. Develop production of the class material		
1) Animation and Kamishibai	√	
2) Trainer and teacher training		(√)
3) Pilot Class at JHS		(√)
2. Building a School Health Room System		

1) Workshop		√
2) Develop manual		×
3) Baseline survey		×
3. Building a sustainable SH management		(√)