



2022 Annual Report

The Project Improvement of Education Quality in Cambodia

I. Teacher Education College and Alumnae Support

II. School Health Education Support



ESC “KIZUNA”

March 31, 2023

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

Executive summary

With funded by The Nippon Foundation project Improvement of a Quality of Education in Cambodia was implemented by ESC Kizuna, its primary interest is to improve the quality of education, particularly in rural areas assisting the field of human resource development consists of three main projects.

- I. Support Teacher Education College (TEC) and Alumnae teachers**
- II. School Health Education Support**
- III. Other program: High School English support**

I. Teacher Education College and Alumnae activities support

1-2. Teacher Education College

1) The Reading Literacy curriculum, developed based on a reading training program with Alumni school directors and under the supervision of MoEYS (EQAD) and in collaboration with TEC management team. It was completed to develop in October 2021 and introduced students as fun book reading method. The goal of the program is to promote reading habits. The program is being implemented as an official one-credit PTEC and BTEC.

2) Research on the library function and system at P-TEC and B-TEC

May to June 2022

With the discovery of low literacy skills and low reading levels among TEC students who would become teachers, we supposed that TEC needed to develop a library to improve the student own literacy skills and to promote reading among their students in future.

The research was carried out from May to June at P-TEC and B-TEC by Mr. Sothea expert on library management and system. Following many education reforms in Cambodia, standards for libraries in Teacher Training College and Teacher Education College (TTC/TEC) are not yet developed or initiated by any civil society organization. In the present context, there is a classical library in each TTC/TEC, it seems that they are still on manual-based management and full of textbooks. The librarians are generally not well trained and do not get assisted by any library management software. The shelving is not appropriate yet and the team is not skilled to perform the work a professional librarian. The study aims at improving the two existing libraries of TEC of Phnom Penh and Battambang.

3). Library training by using PMB system to the TEC trainers,

4th November, 2022

Within the framework of TEC support and the promotion of reading literacy and as a part of support new scholarship program " Action Research Supports" the library training workshop was co-organized by ESC Kizuna and the Teacher Training Department (TTD) of the Ministry of Education, Youth and Sport (MoEYS) from 31 October to 04 November 2022 in Phnom Penh with support from The Nippon Foundation, **14 librarians, trainers, Head of each Department from Phnom Penh and Battambang TECs** attended this workshop, one official from TTD. The use of PMB is a specific module of this training.

The participants will be involved in further action during the project implementation, especially the full reorganizing of their respective libraries in Phnom Penh and Battambang. The newly-reorganized libraries are expected to be fully operational and computerized in mid-2023, probably in May 2023.

4. Angkor Wat study tour

PTEC & BTEC in May, November and December 2022

The Angkor Wat study tour invited the student trainees from PTEC and BTEC for 3 nights 4 days for the purpose is to provide the student trainees an opportunity to visit Angkor Wat temple is a world heritage and great pride of Cambodia and some historical locality in Siem Reap and get the trainees to create a strong sense of pride as Khmer. It provides practical knowledge of not only Khmer history and culture but also various facts related to their teaching subjects.

The study tour was conducted twice in this period with a different target of student trainees for FY 2022, 1st of the study tour had carried out in May with 258 participants of B-TEC, This group was supposed to be implemented in the 2021 Kizuna program, but due to circumstances on the part of TEC, it was implemented in May of this year program., 2nd the study tour was in November 2022 for 566 participants of P-TEC and P-TEC.

❖ Responses from trainees:

PTEC, according to the responses from **the student trainees 65% have no chance to visit Siem Reap (Angkor Wat)**. Even though approximately **35% of the trainees** have ever been to Siem Reap but they just visit without guidance and description from the professional guides.

BTEC, **20% have never visited Siem Reap, and 80% they visit without guidance** and description from the professional guides. The results are due to the BTEC located on the border of Siem Reap province.

❖ Trainees' comment on the tour:

“We are missing the understanding that all the angels dancing in each temple are called Apsara dancers. After the explanation from the professional guide during the trip, I could learn and identified the sculpture of an angel of caring in each temple are two different dancers standing on the lotus called Yokini's dancer, and a dancer holding a lotus flower called Apsara dancer. I will tell this distinguish to my community and students in the future” **(BTEC student teachers of AP4 class)**



“I could learn the history of the Water festival from the carving at Bayon temple, according to the explanation from a professional guide to the Water festival ceremony held in the period of Jayaraman 7. I have enough confidence to teach the students about history subject.” **(BTEC student teachers of EP4 Class)**

“I was able to understand and grasp the main elements of each era much better than before by seeing the temples and learning from the professional guides. I think I will be able to teach the Khmer history accurately to the students.” (PTEC student trainees of history)

5). Traditional Art club

The art clubs have started by 9 art alumnae in corporate with TEC trainers at PTEC. There are 5 art activity included Lakhon Niyai, Drawing, Music, and the world heritage Lakhon Khol and Apsara Dances trained by alumnae.

The art clubs started in January 2022 and are conducted by 9 art alumnae in corporate with TEC trainers at PTEC. The alumnae are volunteers to teach different art activities like Lakhon Niyai, Drawing, Music and including the world heritage Lakhon Khol and Apsara Dance.

A total of 54 student trainees participated in this club until the end of the year. They had an opportunity two times to perform on the stages for the PTEC closing ceremony on 30th August and the 6th alumnae workshop on 18th December 2022. Art members are so proud of their performance because they have enough confidence to show in the event in front of crowded people. They showed a strong willingness to teach this art activity to their future students.

I-2. Alumnae activities support

a) School Library program

The library program has transformed from leadership training in October 2021 by inviting 14 alumnae school directors to participate in this program. According to the involvement to develop reading literacy at TEC and participation in the reading activities program, the alumnae recognized that the reading activities are importance to improve the ability to think and plan could quickly catch up on the contents and summarize well. They have started to promote a library function and reading activities among teachers and students.



1) Monitoring on the library management

The monitoring mission was held from 23 to 25 May 2022 in Mondulkiri, Stung Treng, and Preah Vihear. The second mission was conducted from 07 to 10 June in Koh Kong. As the monitoring is made following the field workshop done in January and early February, the order of the libraries figuring in the online-meeting report is kept in this report to facilitate comprehension. These two missions have completed on time with a lot of fruitful results.

Each of the 13 schools does not have a dedicated or full-

May and June 2022



time librarian but they can run their respective library in their proper and creative way. The team of each school has taken into account what was recommended during the post-training support conducted in early 2022. We note that each team has different talents in managing its library. They are complementary and can share their best lessons learned during the planned skill exchange.

The reading-sharing activity between the directors and teachers is a means to involve all the stakeholders to promote reading among students. Each teacher is progressively able to make students become “real readers” or “lovers of books or reading”. This kind of action is innovative and original.

2) Skill Exchange Workshop

August, 2022

The skill exchange workshop was organized from 01 to 03 August 2022 in Phnom Penh by inviting 32 participants to attend. They are 13 school directors and 13 teachers acted as librarians (3 primary schools and 10 lower secondary schools) from Koh Kong, Stung Treng, and Preah Vihear including 3 representatives of PoE of each province and 2 MoEYS officers from the related department attended this workshop with the purpose an opportunities to share experiences, lessons learned, challenges, and proposing research topics to students by teachers.



The workshop was really fruitful. The participants learnt best practices and lessons from each other and shared ideas about what are they are implementing. During the presentation, we can identify which teachers and directors would become trainer themselves in the future and what kinds of supports they need. The teacher-librarian in Russey Chrum high school could be a reference in terms of managing library. Teachers and directors from Anlung Phe, Ratanak and Talat school can be of assistance in terms of classification, reading promotion. The director of Chamkar Leu high school is committed and liaises well with community and PoE and DoE officers and can be an example for community mobilization but his librarian/teacher really needs supports. The team in Koh Preah school can supports in terms of encouraging teachers to read and in terms of making students write their ideas.

3) Training on using PMB library management system and field trip

31st August to 2nd September 2022

The training on using the digital software PMB has organized by ESC Kizuna from 31 August to 02 September 2022 in Phnom Penh. 26 participants (13 teachers and 13 directors) benefited from this training workshop. The purpose is to train all the participants able to master the function of the software such as cataloging, circulating, and reporting. The workshop was reinforced by visits to professional libraries at Canadian International School (CIS) and the French Institute.



As the results, the teacher-librarian can use PMB to catalog books, register user names, report on data used, and computerize the lending book, they also could learn about the flow of their library function like how many students read the books and what type of their favorite book types, its system can generate a barcode for the user and book. Referred to the results visited the professional library in Cambodia, library of French Institute and library of Canadian International school that participants could learn many good experiences applicable to their schools about reading strategies used to promote student reading skills: 1) DEAR: “Drop Everything And Read” Students have to have a book with them all the time when school director said please read the book, they will bring the book and drop everything and read 2) Promote young writers by using their books as a library resource, 3) Marketing book, 4) reading challenges.

4) Baseline assessment on new the 13 model schools

28th to 30th November 2022

The baseline assessment on the new 13 model schools was carried out from 28 to 30 November 2022 in Koh Kong province, the purpose is to verify the library facilities' resources and challenges in terms of the project implementation and to assess the number of books students with their existing library or reading corner.

Summary of the finding,

- Reading rate : 0%. 2 schools with hundreds of books not used.
- Success rate G9: 75%, G12: less than 15% Excepted Koh Sdach HS 75%
- Koh Sdach HS and Botumsakor HS are enough library rooms and facilities but lack reading materials and skills. Tany and PrekSmach JHS with nothing due to a lack of classrooms, 9 schools use standard classrooms as libraries, but just for storing core textbooks and warehouses.

5) Basic training on the library management

26th to 30th December 2022

The workshop was organized from 26th to 30th December 2022. It aims to provide basic knowledge, skills, and experiences to develop and improve and reorganize the libraries in their respective schools based on the Secondary School Library Standards of MoEYS (SSLS) and to support officials of MoEYS in getting more practical experiences and techniques support school libraries in the future.

Outcome of the training,

- Understand well 5 library rules: 1) Books are for use, 2) Every reader his/her book 3) Every book its reader, 4) Save the time of the reader, 5) The library is a growing organism.
- Awareness that librarians play roles is very important to make the library attractive and inspire the students to books reading. The teachers are able to master basic library management tools such as inventory lists, general lists, and lending lists.
- (The officers of MoEYS from related departments TTD, SGED, and KK PoE were able to learn and clearly understand the importance of library **functions** and librarians play a **role** at the school level.



b) Primary School English volunteer support by Junior High school alumnae teachers

The English alumnae re-started their volunteer activities to support the grade 4 primary school teacher by using the audio contents of listening parts for the national English textbook. These audio contents were adapted from the “English is Fun” program.

Before starting the implementation, all the teachers who participated in the activities were invited for training with the purpose is to conduct the class effectively.

1) Assessment of the program:

With the purpose to verify the effectiveness of the audio for listening parts and the improvement of English skills of students, the assessment was conducted 3 times throughout the school year:

- Pre-assessment: January 2022
- 1st half assessment: June 2022
- 2nd half assessment: October 2022

The assessment was divided into two main parts:

Part 1: Listening (10 points)

Part 2: Reading and Writing (10 points)

The pre-assessment was conducted before starting the course in January 2022. Whereas the 1st half assessment was conducted by the end of June after the 1st half of the course was completed and the 2nd half assessment was conducted after the completion of the course in October.



Comparison of total average scores:

	Pre-assessment	1st Assessment	2 nd Assessment
Total average score (Pts) ***By Kizuna	4.3 (21%)	8.6 (42%)	8.8 (44%)
Total average score (Pts) ***By EQAD, MoEYS	X	X	41.7%

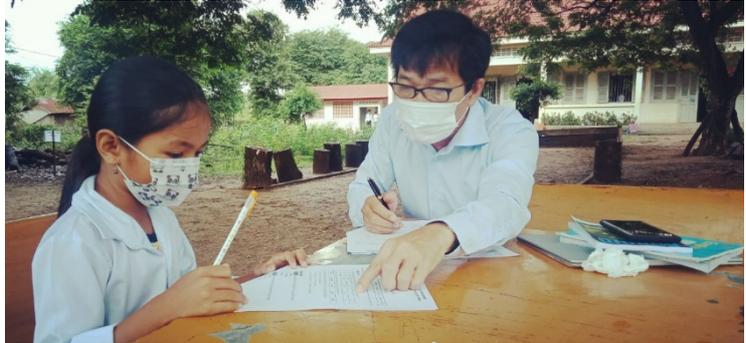
Total score: 20pts

2) Monitoring by MoEYS

Soon after starting the implementation of the activities in the middle of January 2022, the 1st monitoring was conducted in March by the Director of EQAD, MoEYS, who participated in the monitoring.

And as a response to Mr. Tong Borith, Deputy-director of the Primary School Department, MoEYS strongly recommended in the English alumnae workshop for Primary School English audio text in December 2021 to let inspectors from **Education Quality Assurance Department (EQAD)** evaluate the effectiveness of the audio for listening parts of national textbook for the evidence to the public.

The 2nd monitoring was conducted in August 2022 and we let the team of inspectors from EQAD go along with us to conduct an evaluation of the class performance of the teachers, interview with school directors, teachers, and students, and test the English skills of the student as well.



EQAD conducted a survey in 2018 on the actual implementation of primary school English and has a deep understanding of the seriousness of the situation.

Result found:

- Class performance of the teacher:

According to the result found by Kizuna show that the average score of the teachers improved from 29.2pts in 1st monitoring to 31.2pts in the 2nd monitoring out of 40pts. It means that in the 2nd monitoring, they can perform following the standardized teaching steps at 78% compared to the



result found by EQAD, MoEYS is 76%. The common errors that we found are that the teachers forgot some steps in conducting “Drill target language”, “Pair work” and “Games”. So the content of the next training should be strengthened on those parts.

- School directors:

All school directors responded that they are able to manage to implement the activities of English class well without any problem. They observe that the students are interested in learning English and they are very active in the class, especially in the listening part.

- Teachers:

The teachers who don't have much basic English knowledge said that the listening part with the audio text helps them to understand the content of the lesson in the national textbook and the listening part enables them to prepare the lesson plan. They also mentioned that they learn English from the listening part before the class and during the class with the students.

Moreover, they added that most of the students can follow the listening part well even though a few students cannot read or write Khmer, but they can follow the listening part.

- Students:

All of the students responded that they become enjoy learning English and that they are very interested in playing games and having a conversation with their friends. Students observed

that they know English more compare to before starting the English class. They requested to have an English class for the next grades 5 and 6.

3) Upgrade training to teachers:

Upgrade training on common errors found in the first monitoring was conducted for 33 teachers in two regions (24 from Stung Treng, Preah Vihear, Siem Reap, and 9 from Koh Kong). The content of the training was designed and conducted by alumnae supported by English is Fun national trainers Mr. Srey Soksaphat from PTEC and Mr. Nin Channan, from Kandal PTTC. As a result, 33 teachers participated in the training and they were full fill the common errors such as:

- how to conduct “Pair work”
- how to conduct a review lesson
- how to conduct quizzes
- how to use picture cards

4) Teacher training videos for PS English for self-upgrade training:

As a result of research with alumnae, they lack upgrade training and most of them have never received any upgrade training since they became a teacher.

With the experience from the teacher training videos for HS English, MoEYS is able to complete training for all High School English teachers via Zoom without using any budget and teachers can see the videos through the YouTube channel and MoEYS website as self-upgrade training.

So Kizuna cooperated with alumnae and EiF program national trainers, Mr. Srey Soksaphat and Mr. Nin Channan under supervision from Mr. Finn Aberdein, producer of the EiF program from BBC to produce teacher training videos for PS English to share among alumnae for self-upgrade training purpose and we planned to share in the next alumnae meeting by the end of April 2023.

II. School Health Support / Eco-Health project

The project cover 10 model lower secondary schools that included newly one school of Prek Smach due to the teacher moving from existing model school, Tany (figure4, table2), total 1309 students enrolled in Koh Kong province where Kizuna alumnae teachers are working. This project will implement the following programs to support the development of appropriate health knowledge and to assist in the creation of School Health Rooms and the necessary environment to promote the physical and mental health of youth in Cambodia.

1. Develop the Health class that people can obtain the minimum standard practical knowledge using with Kamishibai.
2. Establish Health Rooms and a School Health Room system that involves the community.
3. Strengthening School Health Committees and School Health Activities

I. Health Class with “Kamishibai,” picture story show

1. Teaching material for Health education

a. Kamishibai

Health Kamishibai was produced cooperating with Social Compass and Tokyo Gakugei

University, and editing by School Health Department, MoEYS. Kamishibai is the Japanese traditional arts that makes the student attractive and catch up health contents easily, and teachers without specialized health training can conduct classes with learning on their selves with using it. Each 7 units for Grade7 and Grade 8 of Kamishibai scripts and animations had completed until December, 2022. Products of Grade 9 are supposed to complete in June 2023.

b. Board Game “Sugoruko”

The production of the Sugoroku board game was cooperation of Social Compass and under the supervision by Prof. Dr. Asakura, Tokyo Gakugei University, on the theme of eco-health which is difficult to explain in words, combining health education and environmental education. By placing the game in school Health Rooms and libraries, the aim was to have students and local residents deepen their knowledge about health while playing this game.



2. Training and Pilot class

To implement the kamishibai classes, monthly online or offline training is provided for each lesson to understand Kamishibai techniques such as using voice, turn page, eyes contact and gesture, and teaching points of the lesson that guided by TEC trainers, School Health Department. Teachers conduct a pilot lesson in their schools immediately after the training.

G	Lesson	Date	Training	Venue
7	1	Mar. 15 (2021)	Off-line	Phnom Penh
	2	May 27	On-line	
	3	June 29	On-line	
	4	July 27	Off-line	Koh Kong
	5	July 27	On-line	
	6	July 27	On-line	
	7	Aug. 24	On-line	
8	1	Dec. 22	Off-line	Phnom Penh



a. Online Training

ESC has tried to hold more training by online using PC that provided to each school. It was difficult to keep dates for holding off-line trainings due to many public events were held at each model school after reopening from the Covid19 closure. Since the participants had learnt how to use ZOOM during last year's training, they were able to learn the minimum number of items, and also ESC could save the budget.

b. Offline Training

It was conducted twice at Asian Hotel in Koh Kong province 3 days on July 26th-27th and Poulo Wai Hotel in Phnom Penh 3 days December 21-23rd. Due to the limited time available for online training, training was provided on how to play with detailed nuances that are difficult to explain online. Especially, female teacher was less shy and could using voice very well if compared before.



In addition, a TEC instructor specializing in teaching methods explained the content of the lesson plans, and the teachers conducted simulated lessons.

participants were braver with confident to perform Kamishibai on stage.

c. Development of Lesson Plan

02 November 2022

Kizuna has standardized the lesson plan by dividing the 45-minute content into phases so that any teacher can conduct a kamishibai health class.

Kizuna held a meeting to ask Feedback from TEC health trainers who are under training of Tokyo Gakugei University and introduce Kamishibai health class, new Lesson Plan and Sugoroku board game developed by Kizuna.

Teaching method trainer Ms. Kunthy commented the part of the lesson plan that incorporates the 'Think, Pair, Share' pedagogy to increase student focus. Other trainers also gave high feedback for the board game that student can learn important information while they enjoy to play.

II. Health Room

Function of Kizuna Health Room system is not only for the first aid. It is 1. health education, 2. health information dissemination, 3. health measurement and data collection, and 4. first aid.

a. Offline Training

The training was conducted three times and teachers received the following training. MoEYS staffs from School Health Department and Koh Kong Provincial of Education Department also participated in each training session.;

1. Physical measurements, high and weight, how to calculate BMI, eye and ear test from Ms. Ueno, School Nurse teacher of Tokyo Gakugei University at Punleu Vichea Secondly school in Koh Kong province in May 4th.
2. Health Room Management from Ms. Thida, School Health Department in the workshop on December 21-23 at Poulo Wai Hotel in Phnom Penh.
3. Practical instruction in five cases of first-aid techniques from a TEC health trainers at same workshop No.2.
4. In addition, teachers deepened their learning through role-plays of health-related problems that could occur at various schools, in which they thought of their own problems and solved them in a creative play at same workshop No.2.



*As the result:

- With more practical and logical training, teachers learned first-aid, physical measurements, and how to solve various problems, and they are able to perform appropriate procedures in the school.

III. School Health Activities

School Health Activities are extracurricular activities to promote school health in addition to the Health classes and daily operation of Health Room. Activities are planned and managed by the School Health Committee.

1. School Health Committee

School Health Committee (SHC) is organized by the end of December 2022 for schools and communities to work together on School Health that involved from school director, health teacher, students, active volunteer from community and health center staff. In schools without female teachers, community volunteer representatives are expected to serve as health counselors for female students.



a. Health activities

a-1: Regularly meeting and promote health activity (Monthly)

The committee meets regularly each month to discuss health issues and improvements for the students.

The school will conduct health screening health records (BMI, blood pressure) and Kamishibai demonstration by student for the community to share health information with the community and to strengthen relationships.



a-2: Workshop on health community event

18th-20th November 2022

To share the School Health Activity experience with all the model schools, Kizuna conducted a workshop at Chamkar Leu High School in Koh Kong province to introduce three of its activities: invited community on Kamishibai class, a health checkup for the community, and a physical game event at covered facility.

Through this event, the communities are able to see the teaching style of Kamishibai class directly from teacher to their children and could use health room for free of health check-up to see and know their health condition. Especially, participants were unable to build good connection with school through game events that it was not only for fun but for health and connection.



a-3: Workshop on school garden

18th-20th October 2022

Promote the School garden is part of the school health initiative recommended by MoEYS to promote a green environment.

In all target schools, students in each grades were divided into blocks to plant and grow their own vegetable seedlings under the guidance of local farmers, learning about the life skills of vegetable growing and taking responsibility for caring for their own vegetables.



It is also having potential to generate a small income to support the Health Room management from vegetables grown at school. For example, Ponleu Vichea Secondary School has been able to contract with a private company to sell "Hatomugi" at a price of US\$5 per Kg.

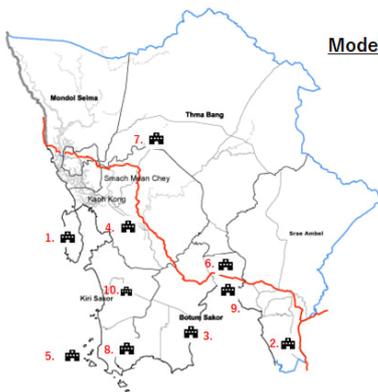
***As the result:**

Health activities are one way for schools to make the community know about the school health projects they are implementing and to make the Health Room functions available to the community as well as to students.

In addition, the school will be credited by the community through these event and may be able to obtain support and cooperation from the community, if needed!

Findings of School Health Support project:

- School health teacher will continue training to be needed since they has not caught the new lesson plan of Kamishibai class.
- School Health teacher left from school because of marriage or maternity, but in that case School Director can conduct the School Health class instead of School Health teacher.
- Some schools had a number of students who were unable to read and write adequately. This is an example of students entering Lower Secondary school without having been properly taught in Covid-19 during their upper Primary school years.
- Toilet problem at remote area school which can cause uncomfortable way for students that affect for their health and studying.



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
10. Prek Smach JHS

No	ID Photo	Name	School Name	ID Contact	Teacher's Photo	I. Name	I. Contact	School Location
1		Chan Chh [Khmer Name]	Chamkar Leu HS	090 566 6625		Chan Smachhoun	090 220 4703	Link
2		Kim Sathun [Khmer Name]	Tanoun JHS	081 517 477		Sone Sathas	080 939 961	Link
3		Ong Chantone [Khmer Name]	Prey Chum HS	07 676 668		Kong Pholy	080 730 7760	Link
4		Chhoun Leun [Khmer Name]	Tranang Rong HS	014 449 294		Sam Sathun	011 779 717	Link
5		Phuk Sathun [Khmer Name]	Sun Sdach HS	07 797 1264		Kong Kamboua	074 564 4702	Link
6		Kong Sathun [Khmer Name]	Chroy Svay JHS	010 901 790		Neun Thea	013 264 379	Link
7		Sam Khy [Khmer Name]	Chroy Phnom JHS	014 400 306		Thak Sathas	081 588 890	Link
8		Chh Kimhoy [Khmer Name]	Tany JHS	014 526 680		Ty Sathun	014 504 683	Link
9		Wan Chon [Khmer Name]	Prek Sdach JHS	013 684 634		They Kimhoy	013 504 763	Link
10		Sam Sathun [Khmer Name]	Prek Smach JHS	07 553 220		Beng Sathun	087 454 903	Link

IV. Other program: High School English support

Kizuna has already completed the new high school English subject curriculum production and orientation to the NIE, but according to the MoEYS-Kizuna commitment, Kizuna cannot hand over the new curriculum materials until MoEYS has completed teacher training for all 1021 high school teachers in the country.

1. Training for new High School English curriculum by MoEYS

Since MoEYS was unable to conduct face-to-face training due to budget constraints, MoEYS decided to conduct two online training sessions via Zoom with NIE trainers Som Mony and Mao Saroeun, using training videos produced by Kizuna for NiE. All high school English teachers successfully completed the training.

- o 22nd April, 2022: 770 English teachers for Grade 10-12
- o 22nd August, 2022: 251 English teachers for 11&12, some extra candidates

The video text has also been posted on the MoEYS website and YouTube, so high school teachers can watch it at any time to review how to use the new textbooks.

With the completion of this training, MoEYS will begin preparing new Grade 10 English curriculum for the new school year.



MoEYS conducted online teacher training by Zoom on HS English textbook using teacher training videos

[HS English online training videos]

Project/Organization Summary

Project name	Improvement of a Quality of Education in Cambodia
Project site(s)	Phnom Penh and 25 provinces
Project period (8months)	2022/05/01-2022/12/31
Budget (8months)	USD 759,814
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

Project period covered	2022/05/01-2022/12/31
Budget : 759,814	- Fund from NF : 611,637 - Balance brought forward : 194,302.35 - Tax refund : 64.23 - Expenditure : (606,315.91) - Ending balance : 199,687.67 -Budget execution rate : 79.80%

Reported by:

Ky BunHieng
Deputy Secretary General