



Annual Report 2023

The Project Improvement of Education Quality in Cambodia

- I. School Library Project**
- II. School Health Education Project**
- III. New Scholarship Project**
- IV. Other Programs**



ESC “KIZUNA”

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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
GSED	General Secondary Education Department
TEC	Teacher Education College
P-TEC	Phnom Penh Teacher Education College
B-TEC	Battambang Teacher Education College
NIE	National Institute of Education
Kamishibai	Picture Story Show
TGU	Tokyo Gakugei University
STS	Standardized Teaching Steps

Executive summary

With funding from the Nippon Foundation and supervision from MoEYS, ESC Kizuna has been implemented the Project Improvement of Quality of Education in Cambodia since 2008. The primary goal of this initiative was to enhance education standards, particularly in rural areas, and contribute to human resource development in Cambodia by implementing three core projects in 2023: The School Library Project, School Health Project, and the New Scholarship Program. The library project has successfully enhanced the functionality and operation of libraries in 20 model schools, including 3 primary schools. The school health education components of the project have played a crucial role in promoting awareness of healthy physical and mental growth by establishing functional health rooms and implementing health class with Kamishibai. Model functional health rooms have been established in 10 out of 32 schools. These initiatives signify a concerted effort to prioritize the health and well-being of students and promote a conducive learning environment. These efforts have proven that it is possible to operate high-level functional libraries and health rooms in rural schools, where previously only a few existed in urban schools. Furthermore, these libraries and the health rooms also serve as community hubs, providing access to educational resources for students, teachers, and the community, that were previously unavailable. This engagement strengthens the bond between the school and the surrounding community, fostering a sense of shared responsibility for education that is sustainable in the future.

I. School Library Project

The School Library Project aims to enhance the functionality of libraries by implementing an effective management system. It seeks to cultivate a reading culture that positively impacts students' academic achievements. The overarching goal is to establish an operational system for the project, ensuring a smooth transition to the Ministry of Education, Youth and Sport (MoEYS) for sustained management. A total 20 model schools including 3 primary school in Koh Kong province have been selected. The 1st phase 7 model schools were selected in 2021, followed by the 2nd phase 13 schools selected in 2023 while the 3rd phase is scheduled to commence in 2024. The activities in 2023 have been successfully completed in cooperation with concerned party of the MoEYS. The summary of the outcome for each activity is as follow:

1. Programs

(1). Teacher's training

The training for teacher-librarians was provided to the teachers in charge and school directors under the facilitation of a library expert and first-phase alumni. The workshop aimed firstly to improve and organize their libraries in their respective schools based on the Secondary School Library Standards of MoEYS (SSLS) and promote reading activities. Secondly, this training could help officials of MoEYS gain more practical experience and techniques to support these libraries in the future. Lastly, two directors and two teacher-librarians from existing schools were invited to facilitate the entire session in order to support the new schools in setting up their libraries. The training workshop was conducted using participative approaches involving presentations, experience-sharing, group discussions, practical workshops, and reflection sessions. A total of 290 books were used during the classification, including fiction books, non-fiction books, and periodicals (serial publications, bulletins, magazines, journals, etc.).

The training not only improved participants' skills and knowledge but also increased their motivation and awareness regarding professional development as educators.

(2). Monitoring and Assessment of the library management and reading activities

The monitoring was conducted by Kizuna jointly with PoE. This mission followed a basic training workshop on library management, jointly organized by ESC Kizuna, TTD, and GSED of MoEYS, held on December 2022 in Phnom Penh. Notably, Kizuna provided only soft skills training for library management, along with book supplies and bookshelves, while other facilities were the responsibility of the schools themselves. Following the training, all schools began setting up their library rooms for two months, from January to February, and these rooms were opened in March. The mission aimed to assess the effective implementation of necessary library management tools (administrative, technical, and data tools), review the book classification system (fiction and non-fiction), and observe various aspects of library operations. The monitoring was conducted through interviews with school directors, teachers, teacher-librarians, and students.

The report assesses the effectiveness of library management and reading activities in model schools. Qualitative assessments, including interviews with teachers, school directors, parents, and students, were conducted before and after project implementation to gauge progress. Overall, the project is smoothly implemented, with all libraries open during the academic year, indicating strong commitment from target schools. However, two schools need to reinforce activities, particularly promoting book borrowing services to reach 30% of students monthly. The ideal average number of books read by a student range from 3 to 8 per year, with the goal of having 100% of students reading at least 3 books annually, 50% reading 8 books, and 20-30% reading more than 8 books. It is recommended that librarians and school directors discuss strategies to achieve these targets. Additionally, while over 90% of students are reading fiction books, there is a need to promote non-fiction reading. One suggested method is proposing research topics to students, requiring collaboration among librarians, teachers, and directors in selecting topics.

(3). Productions of the manual and video training

The practical manual for secondary school library management has been developed in collaboration with the related departments of MoEYS and alumnae, led by the library expert Mr. Sin Sothea, for both the English and Khmer versions. The manual was completed in December 2023 and received official approval from MoEYS. It is designed to be visually appealing and practical, containing diagrams and illustrations. It is hoped that this document will complement other guideline published by MoEYS and its partners while providing support for teacher-librarians actively involved in implementing this project, equipping them with the necessary skills to assist target schools in various areas.

The production of tutorial videos on secondary school library management as part of a library and reading promotion program. These videos, based on a practical manual, aim to assist schools in developing, updating, or enhancing their libraries. Designed to be practical, clear, and engaging, the videos serve as valuable training tools for teachers, librarians, and school management committee members. This video will also support the sustainability of libraries after the project is handed over to the Ministry of Education, Youth, and Sport (MoEYS). The MoEYS has recognized and shared these videos on its social media platforms, indicating appreciation for the efforts of ESC Kizuna and The Nippon Foundation. Additionally, producing these videos aligns with Cambodia's lifelong learning policy, contributing to the ongoing professional development of librarians.

2. Project Outline

- 1). Project's purposes : To enhance the library's functionality with an efficient management system and promote a reading habit led to contribute to academic achievement.
- 2). Project's goals : To improve library functionality and management, the goal is to set up basic libraries by repurposing empty school classrooms, effectively converting them into

functional library spaces.

To establish the project operation system that MoEYS can manage towards the project handover

- 3). Target areas and group : 23 secondary schools (and 3 primaries) in Koh Kong province

3. Details of activities:

(1) The Reading Activities training (for 2nd Phase)

The reading activities training took place over a span of 2 days in February 2023 as a part of a library program aimed at promoting a reading habit among teachers, school directors, students, and the community. A total of 26 participants from 13 secondary schools in Koh Kong attended the training.



In addition, there were representatives from MoEYS, including 1 official from TTD, 2 officials from GSED, and 1 official from Koh Kong Provincial Office of Education (PoE), who participated in the workshop. These individuals were expected to play a role in the project implementation, expansion, monitoring, and evaluation. The training was facilitated by Mr. Nakamura Kenji, a book reading expert who continues from the 1st phase, introduced two methods for reading activities: reading for sharing and reading for teaching. The participants gained an understanding of how book reading can enhance thinking ability, planning skills, and mental health. The training aimed to equip them with the necessary knowledge and skills to effectively promote reading within their respective schools and communities.

(2). Refresher Training Workshop (for 1st phase)

The workshop carry out from 27-28 February while is aimed to share the key results of the library project implementation in the initial 13 schools during the first year (January to August 2022). Secondly, to provide an opportunity for directors and librarians to review and enhance their skills and knowledge in



library and information science (LIS), including the classification system, the five laws of LIS, and the library standards set by the MoEYS. This included training on reporting, changing bibliographic information, cataloging, lending textbooks, and utilizing the quota module in the PMB software. The final objective was to identify and prepare librarians who could serve as trainers at the local, provincial, or national level for future expansions of the project. ESC Kizuna aspired to cover all secondary schools in Koh Kong province by 2026, and selected librarians from 1st phase and the 2nd phase would be given the opportunity to train in specific areas to support new librarians in the third and fourth batches in 2024 and 2025.

(3). Skill Exchange Workshop (for 2nd phase)

A skill exchange workshop was held in Phnom Penh from 15 to 17 May, with 32 participants including 13 school directors and 13 teachers from Koh Kong, as well as 1 representative from the PoE and 3 officers from the related department of MoEYS. The workshop aimed to provide an opportunity for participants to share their experiences, lessons learned, challenges, and propose research topics to students. The workshop proved to be highly beneficial as participants learned from each other's best practices and lessons. They also exchanged ideas on implementation strategies. Through the presentations, it became evident which teachers and directors showed potential to become future trainers and identified the types of support they require.



One notable example discussed during the workshop was the teacher-librarian at Dornng Tong JHS, who demonstrated effective library management and focuses promoting reading activities with students and the community. Additionally, teachers and directors from Chikhorlue JHS were praised for their efforts in encouraging teachers to utilize the library and guiding students to engage in shared reading and writing. The director of Chamkar Leu high school was recognized for their commitment and effective collaboration with the community, PoE, and DoE officers, serving as an exemplary model for community mobilization. However, their librarian/teacher expressed a need for additional support.

(4). PMB digital library system training (for 2nd phase)

The training on using the PMB, digital library management system was organized by ESC Kizuna from the 13th to the 15th of November 2023 in Phnom Penh. A total of 26 participants (13 teachers and 13 directors) benefited from this training workshop. As a technical training session, representatives from MoEYS and relevant PoEs were invited. The objectives



of this workshop were to train all participants to master the main functions of the software, including cataloging, circulating, and reporting, which helps reduce the workload of teacher-librarians and save time.

The training design proved effective, with active participation from librarians in the previous of 1st phase significant benefits. Librarians from Koh Sdach, Dong Tung, and Chea Sim Smach Meanchey quickly grasped the software, while others appeared to require additional support. A notable challenge arises for librarians like Ponleu Vichea and Chroy Svay, lacking basic IT skills; addressing this issue is crucial. To tackle the problem, librarians not mentioned earlier could be identified as potential trainers for Teams 3 and 4 in upcoming sessions. Encouragingly, the team is urged to share best practices through texts, captions, or short videos highlighting the advantages of utilizing the PMB system.

(5) Study Tour to Thailand (for 1st phase)

In June 2023, a study tour was organized for 13 school directors, 12 teacher-librarians, and 2 MoEYS officers. The purpose of the tour was to observe the operation of well-maintained and efficient school libraries and public libraries, which are not found in Cambodia, and chose two sites to visit: a remote but



nationally selected model school in Surin Province and a modern school library and public library in Bangkok, and participants inspire the new library management with various aspects of the library field that could be implemented in their own schools. Additionally, the tour provided an opportunity for the participants to learn how to engage the community in school education, with the goal of establishing a strong and trustworthy relationship between the schools and the communities they serve.

Participant's comment on the study tour:

- 1) "I was able to understand the library grows; I have come to appreciate the multitude of benefits it offers students beyond being a traditional reading space. It has transformed into a welcoming environment where students can not only immerse themselves in books but also find solace and enjoyment. The library encompasses separate classrooms dedicated to various activities, including relaxation, movie screenings, music appreciation, and even singing. They are educational in nature and subject to stringent regulations. With a vision to create an engaging atmosphere, I aim to make my library as captivating and entertaining as possible for the students." (Ms. Theng Kimsour a teacher-librarian from Tanoun JHS)
- 2) "I have witnessed the significance of creating a dedicated space for showcasing student research and selecting the most exceptional works for exhibition. This practice serves as a powerful motivator for other students. Inspired by this, I am determined to implement a similar initiative in my school, collaborating closely with teachers. By establishing an exhibition venue, we aim to provide a platform for students to proudly display their work and inspire their peers to excel in their own academic pursuits." (Mr. Em Dim, School-director from Chamkalue HS)

Conclusion: Study tours offer valuable experiences for participants, encompassing not only the implementation of library projects but also providing insights into various aspects of the education field and school development. Despite the similarities in educational backgrounds, cultures, and circumstances between Thailand and Cambodia, the study tour content proved highly beneficial. Participants had the opportunity to observe libraries firsthand, receiving explanations from professional librarians. They also engaged in meetings with teachers and school principals, discovering applicable methods for their own careers. Additionally, the study tour underscored the significance of the teaching

profession in driving the development of a country through education, and helped participants realize their pride as teachers.

(6) Monitoring library management (2nd phase)

The monitoring mission occurred from 13th to 16th March 2023 in 13 secondary schools (junior high schools) in Koh Kong. This mission followed a basic training workshop on library management, jointly organized by ESC Kizuna, TTD, and GSED of MoEYS, held from 26th to 30th December 2022 in Phnom Penh.



Notably, Kizuna provided only soft skills training for library management, along with book supplies and bookshelves, while other facilities were the responsibility of the schools themselves. Following the training, all schools began setting up their library rooms for two months, from January to February, and these rooms were opened in March. The mission aimed to assess the effective implementation of necessary library management tools (administrative, technical, and data tools), review the book classification system (fiction and non-fiction), and observe various aspects of library operations. The monitoring was conducted through interviews with school directors, teachers, teacher-librarians, and students, revealing the following findings:

Finding-1). The library has undergone significant improvements, now featuring a well-organized layout with ample reading spaces. Books are meticulously classified, and clear signage adorns the bookshelves. These positive changes were implemented based on recommendations made by the expert during the initial monitoring session in March 2023.

Finding-2). Over the last seven months, there has been a notable increase in the number of students utilizing libraries and engaging in reading across all schools. A comparison with the baseline assessment conducted prior to the establishment of libraries revealed an almost negligible reading rate, close to zero percent, in all schools. Recent findings indicate a significant improvement, with an average of eight books read per student in each school.



Finding-3). A majority of students have developed a newfound appreciation for school, driven by the knowledge they've acquired through reading books. This increased interest in learning has resulted in regular attendance. The school serves as a vital repository of knowledge, playing a significant role in shaping students' lives and improved the habit of reading.

Reading rate as October 2023

Year	School	Students (100%)	Sample of survey	Minimum	Maximum	Average
2023	13	1595	15% (239)	1 book	44 books	8 books

7) End-year Monitoring (for 1st phase)

The monitoring mission was carried out in August and September 2023 within the framework of ESC Kizuna's library project. These model schools were specifically chosen to validate the effectiveness of implementing the library project and assess its impact on student achievement through monitoring. The successful completion of the first phase of the library project for two years was achieved in October 2023. As part of its completion, the monitoring results revealed the following findings,

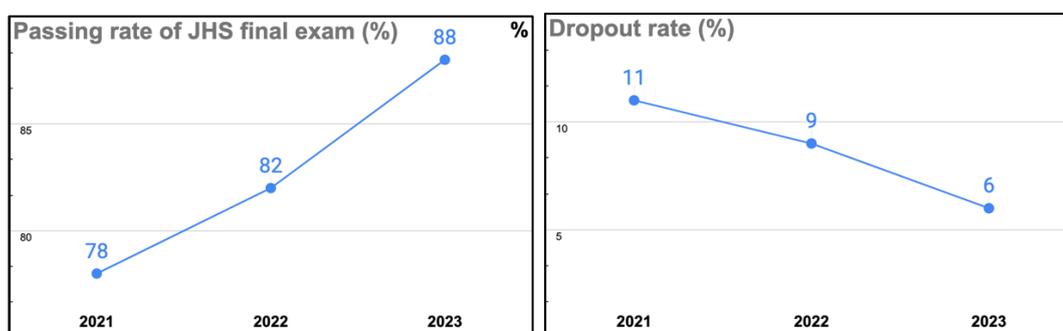
1). Students reading achievement compared 2022 & 2023

Year	School	Students (100%)	Sample of survey (15%)	Min.	Aver.	Max.
2022	13	1924	234	1 book	12books	36 books
2023	12	1528	227	1 book	13books	150 books

The overall monitoring results have been highly satisfactory, notably reflecting a substantial increase in books read, with 150 books in 2023 compared to just 36 books in 2022. This suggests an estimated average of 10 to 15 books read per student annually.

2). Improve the academic achievement and drop out

School name	Before Implemented			After Implemented					
	2021			2022			2023		
	No. of Ss	Passed	Drop out	No. of Ss	Passed	Drop out	No. of Ss	Passed	Drop out
Koh Preah	58	81%	21%	57	88%	7%	64	95%	0%
Talat	63	82%	17%	70	85%	14%	82	91%	1%
Rattanak	143	43%	22%	112	63%	25%	111	79%	10%
Tamkorn	95	86%	2%	89	70%	5%	83	90%	2%
Tanoun	68	86%	13%	79	86%	13%	83	92%	7%
Sam Khouy	123	60%	2%	115	72%	3%	106	82%	0%
Chamkar Leu	160	90%	6%	195	89%	5%	185	95%	3%
Koh Sdach	298	68%	12%	333	82%	7%	304	87%	6%
Anlung Phe	97	77%	22%	104	87%	12%	119	78%	17%
Russey Chrum	193	79%	5%	222	83%	5%	273	82%	10%
Tropaing Rong	179	92%	6%	153	86%	12%	146	86%	13%
Chheb	328	94%	3%	354	95%	2%	334	95%	3%
Average		78%	11%		82%	9%		88%	6%



The results, which lasted only two years, showed an increase in final test scores and a decrease in dropout rates, suggesting that reading not only improves students'

literacy skills, but also improves their academic performance and may decrease their dropout rates.

3). The library is a place where students can rest and gain knowledge during the lunch time or free time due to some of students come far away from schools and they must stay at school until evening, without going home for lunch breaks.

(8). Baseline assessment on the new target school 3rd Phase

In cooperate with EQAD of MoEYS, the baseline assessment on the new 6 model schools was carried out from 28th to 30th December 2023 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.

Based on interviews conducted with 35 sample students from six schools, approximately 60% of the students reported not having read a book during the last school year due to the absence of a library. Reasons cited include the lack of access to reading materials, inadequate guidance from librarians, and the unavailability of library facilities or designated reading spaces. Students who did manage to read expressed dissatisfaction with the limited variety of books available, noting that most were short storybooks.

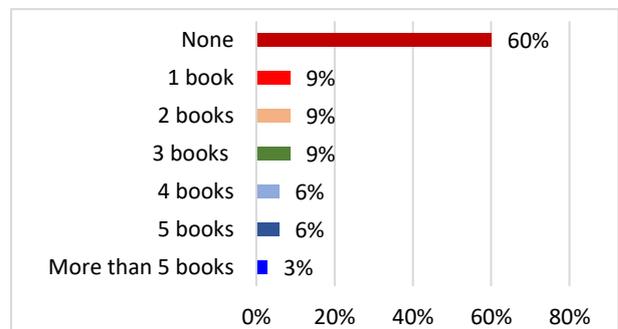


Figure 1: Reading rate of the students

This suggests that none of the schools have established a functional library to support students' reading and research needs.

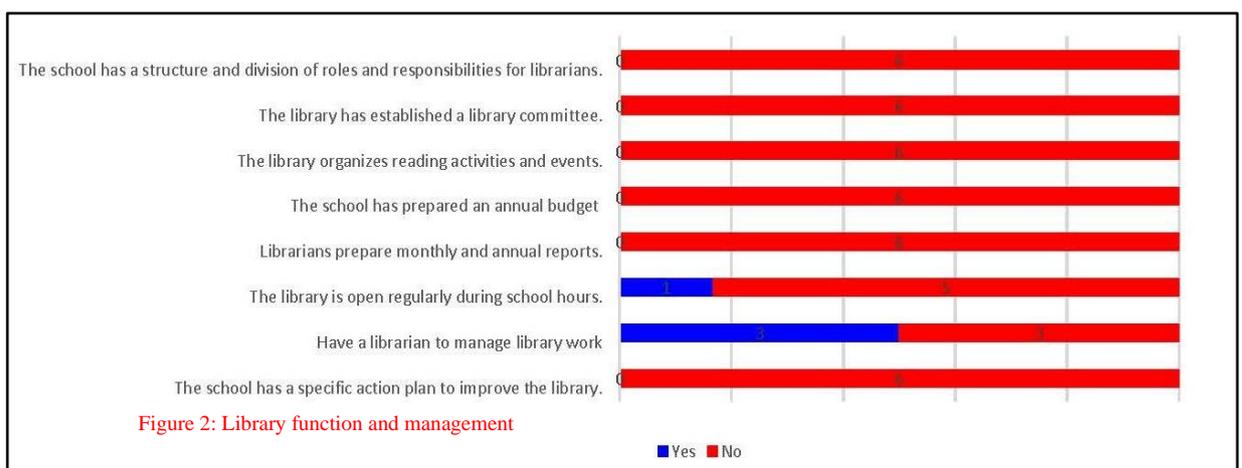


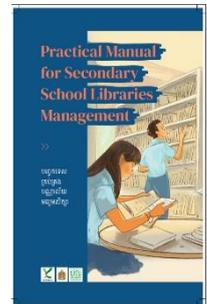
Figure 2: Library function and management

The schools currently lack a structured framework delineating the roles and responsibilities of librarians. Librarians primarily work in teaching and library management is considered an extra responsibility. Furthermore, there is a notable absence of an action plan or organized activities for the library, resulting in irregular

daily opening hours. Additionally, the school lacks budget allocations for library improvements, and there is a lack of training for both school administrators and librarians in effective library management practices, leading to a limited understanding of library functionality.

(9). Develop the library manual and video training

The development of the practical manual for secondary school library management proceeded smoothly with the cooperation of various stakeholders, including the Ministry of Education, Youth and Sport (MoEYS). The project reached completion by the end of December 2023. The manual encompasses essential guidelines and tools to facilitate the establishment and enhancement of libraries in line with the standards set by MoEYS. The manual is designed to be visually appealing and practical, containing diagrams and illustrations. It is structured to align with MoEYS library standards and covers various aspects crucial for effective library management in secondary schools. Additionally, practical tools are included to aid in the implementation of these initiatives.



The production of **tutorial videos** was also part of the project, based on different practical aspects outlined in the manual. These videos are intended to complement the manual and provide visual guidance to users. The videos are organized into six modules, each addressing specific components of secondary school library management:



1. Use of the General List or Systematic Registration of Book Supply
2. Use of the Inventory Register to Identify Each Book
3. Distinction Between Fiction Book, Non-Fiction Book, and Serial Publication
4. Classification of Fiction Book or Literary Work
5. Classification of Non-Fiction Book Using the Dewey Decimal Classification System
6. Book Management from Arrival to Shelving in the Library

The videos feature a dedicated and knowledgeable librarian who has been selected as a trainer to support the expansion of the project. During the production process, the main librarian received assistance from two other librarians who contributed their practical expertise to ensure the effectiveness and quality of the videos.



II. School-Health Project

The School Health Project was initiated as an upgrade activity of the Clean and Green Project, an environmental initiative started by a group of Alumni teachers in Koh Kong Province. The project, which has been ongoing since 2021, has gone through a research and planning phase in the first year, developed teaching materials and has been piloted in practice in nine secondary school grade-7 in Koh Kong province in the second year, 2022. School director and community volunteers have also been involved to ensure that the project is understood and effectively promoted throughout the schools and in the community. By 2022, the pilot of all Grade 7 (Lessons 1-7) for Kamishibai class has been completed. Pilot classes will be held for Grade 8 in the first half of this year and Grade 9 in the second half. In addition, one new school was added due to the one of health teacher from model school transferred within the county. This brings the total number of model schools to 10 from the beginning of 2023.

1. Programs

(1) Teacher's Training

For the training of school health teachers, we envision a system in which two teachers in charge of health and the School Director are invited from each junior high school, and the two are equally capable of implementing the health program at the school. Teaching materials are prepared in cooperation with the School Health Department of MoEYS and the Tokyo Gakugei University, plus training in cooperation with TEC health trainers and Koh Kong PoE. First, the Health Room training program implemented based on a "Minimum Health Room Manual" that can be implemented in local schools is producing based on the MoEYS Health Guidelines. The program is focused on the feasibility of implementation in rural schools. Second, training is being conducted so that classes can be held once a month using Kamishibai materials created by extracting essentials from the MoEYS school health curriculum. Third, for health activities such as school cleaning, environmental beautification, and safety measures, we use a method in which the community of each school is invited to participate and simulate experiences through role-plays based on themes that correspond to the content of the training, based on the assumption of the issues to be addressed. In addition, based on the results of monitoring at each school, reflection sessions are held at shared workshops to help resolve issues at each school. To share examples of community-engaged health activities, the participants gathered at a school with a covered outdoor facility to conduct adult health screenings, classroom visits for Kamishibai class, an adult sports event, and a community cleanup. The training of 10 JH schools, which began in November 2021, was successfully completed with the final training in December of this year, though there were interruptions in the face-to-face sessions due to travel restrictions along the way during Covid-19 infection.

(2) Monitoring for Health Room operation, School Health Class, and School Health Activities

Kizuna visited 10 model schools three times in January, July, and November with TEC trainers, School Health Department, and the Koh kong PoE. The purpose of the visits

was to monitor the implementation of the health program taught in the training by the secondary school teachers who participated in the training. Since the MoEYS does not developed an indicator to evaluate school health activities, a checklist was developed from the manual used in the training, focusing on three points: the operation of the Health Room, the implementation of the Kamishibai class, and the implementation of school health activities. The training instructors provided guidance as needed for those activities that were not being implemented. Case of good practices were shared with other schools in subsequent training sessions, and issues that were not being addressed in several schools were incorporated into the training program.

At the end of the year, a draft evaluation standard for school health was finally developed by MoEYS. In the next year, an evaluation chart will be developed based on the checklist from this year's monitoring and the MoEYS evaluation criteria, and an assessment comparison and monitoring will be conducted with EQAD for the new training group of 23 junior high schools in Koh Kong Province before and at the end of one year of training.

(3). Productions of the Minimum Health Room Manual and Supplemental Video

A practical manual for the operation of School Health Rooms, compiled by TGU and edited by the School Health Department based on the guidelines of MOEYS, is being produced in consultation with alumnae teachers of the model schools participating in the project. The manual will be used in the program with the new group in FY2024, and is scheduled for completion in September of the same year. To supplement the manual, a short training video on Health Room management, first aid, storytelling, and school health activities was produced by Social Compass, the same company that produced the Kamishibai and animation.

2. Project Outline

- (1) Project's Purposes: To establish a school education system necessary for the physical and mental development of Cambodian youth
- (2) Project's goals: A functional health center will be operated in the junior high school.
Health classes using Kamishibai will be implemented in the three grades of the junior high school.
Health and sanitation environmental activities will be implemented in junior high schools.
- (3). Target areas and group:
10 among 32 secondary schools in Koh Kong province

3. Details of activities:

(1). The first Monitoring for 10 Model Schools

The first monitoring of the 10 Model Schools in Koh Kong province took place from January 24 to 27, 2023, with a diverse team from KIZUNA and collaborating institutions.

The objective was to assess the implementation of School Health initiatives, focusing on Health Room operation, Kamishibai class, and School Health Activities. Utilizing interviews, observations, and pre-tests for Grade 7 students. The monitoring revealed various findings: all schools established Health Rooms, though some faced challenges



like staff turnover and Kamishibai class standardization. Sanitation issues, particularly with waste disposal and cleaning, were prevalent, yet some schools innovatively addressed these, such as Ponleu Vichea JHS selling herbs to cover Health Room costs. Community involvement was observed, including health checkups and clean-up initiatives, providing valuable insights for teachers and MoEYS trainers in navigating health management challenges. However, interpreting self-evaluation scores proved complex, highlighting the need for standardized assessments.

(2). Training on Health Activity involved community

The Training was held at Koh Sdach Secondary School on community health activities on March 17 and 18, participated by 10 target schools, PTEC Trainers, Provincial of Education (PoE) and Tokyo Gakugei university team.



The training contents were focused on the health activities involved communities around their school included, focusing on engaging the community in various health initiatives. These included physical measurements for adults, parental involvement in Kamishibai classes, sports events, and feedback on health room management role-play from a previous session.

Schools exchanged experiences and ideas for more efficient implementation, highlighting common health concerns like food safety and cleanliness, with plans to revisit role-play exercises in an upcoming workshop

(3). School Health Training in April

The School Health Training in April took place at Poul Wai Hotel in Phnom Penh from April 24th to 26th, 2023. The program focused on Kamishibai training for Grade 8 on lesson 4 and Lesson 5, feedback from the first monitoring, and role-playing 5 case studies to address issues identified. Participants engaged in discussions



and simulations to tackle challenges related to health room operation, health classes, and various health activities and helped to overcome the issues identified in the first monitoring, and the simulated experience, especially through role-playing, gave participants an opportunity to think firsthand about emergencies and daily routines that they had never experienced in their school life.

(4). Online Kamishibai class training for Grade 8

Online trainings were held on April 7 for lesson 2 & 3 and May 24 for lesson 6&7. School Directors and School Health teachers from 10 model schools were attended. PTEC health trainers and MoEYS School Health Department officials gave lectures at each training. All Kamishibai lessons of Grade 8 has been completed by this training.

(5). School Health training

The School Health training in June, conducted from 28th to 30th June 2023 at Poulo Wai Hotel in Phnom Penh, with attended from school directors, teachers in charge and community from 10 target school, School health department, Provincial of Education (PoE) and PTEC



aimed to refine the Minimum Health Room Manual. Through workshops, revisions were made based on monitoring feedback, involving school directors, health teachers, and community representatives. Additionally, Kamishibai training for Grade 9 on lesson 1&2 and a workshop on creating health posters were conducted to further enhance health education initiatives in schools and communities.

(6). Mid-term Monitoring from July to August

During mid-term monitoring conducted from July to August, visits were made to the 10 model schools in three separate rounds to assess the status of health activities since the January monitoring and to select candidates for the Japan Training Program. The objective was to identify any unimplemented



activities and areas needing further guidance or support, with interviews conducted with school personnel using a checklist based on the Minimum Health Room Manual. The mid-term monitoring revealed that while basic health activities were implemented in all model schools, over half struggled with new activities such as sharing first-aid skills, systemizing school cleaning, and observing student health. Some schools, like Chamkar Leu and Tanoun JHS, showed proactive measures to address challenges, such as early preparation for teacher replacements and creating student health observation records. However, challenges remain, particularly in implementing a cleaning system, suggesting the need for interventions such as those proposed in the Japan training program. Overall, the monitoring provided valuable insights for improvement and collaboration based on the Minimum Health Room Manual.

(7). Sharing Health Activities Workshop in Ponleu Vichea JHS

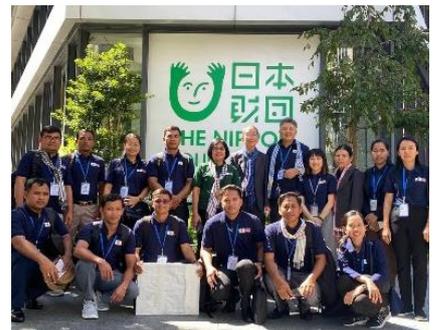
The Sharing Health Activities Workshop held at Ponleu Vichea JHS aimed to facilitate the full implementation of health activities in line with the Minimum Health Room Manual by year-end and share examples of schools that have implemented health activities to address issues that many schools have not been able to do based on the results of the mid-term monitoring.. Ponleu Vichea JHS, a model site, showcased



successful school garden activities and health room initiatives, inspiring other schools with its community-driven approach (KIZUNA introduced Mr. Chhamng Sok a member of School Health Committee for his active community support). Additionally, innovative Kamishibai demonstrations (name card for time controller) and the sharing of health room activity manuals empowered schools to adopt new practices and formats. Overall, each school sharing their findings and experiences with each other toward the completion of this training course at the end of this year. They are beginning to realize that their schools can serve as a model for other school health new training program in other JH schools in Koh Kong province that will begin next year.

(8). Japan Study Tour

The first Japan Study Tour by School Health project under supported by The Nippon Foundation was took place from September 6th to 14th, 2023, in Nagasaki and Tokyo. The tour, in collaboration with Tokyo Gakugei University, involved nine teachers and two MoEYS representatives, aiming to explore health room operations, school health activities, and community health initiatives in Japanese primary and lower secondary schools. Participants engaged in beach cleanup activities in Nagasaki, learned about PTA activities, and attended lectures on eco-health in Tokyo, fostering discussions on implementing learnings in Cambodian schools.



Findings

The findings from the presentations by candidates during the study tour reveal valuable insights and inspirations:

- **Group A** highlighted the importance of daily student health observations, comprehensive parental contact lists, and health records, suggesting adoptable ideas for Cambodian schools.
- **Group B** emphasized the cleanliness practices in Japanese schools, such as encouraging reusable water bottles, healthy food choices, and organized shoe storage, which could be implemented in Cambodia.
- **Group C** noted the strong relationships fostered between teachers and parents through PTA activities in Japan, suggesting the initiation of similar community cleanup efforts in Cambodia.
- **MoEYS** officials expressed support for integrating Japanese health room activities into the Cambodian health room manual and promoting community cleanup activities province-wide.

Participant's comment on the study tour:

Ms. Sang Kakada from Koh Sdach HS expressed happiness in witnessing the clean lifestyle and ethical behavior of the Japanese people. She admired their responsibility for



cleanliness, especially in schools where students are trained to maintain cleanliness in classrooms and other areas.

Mr. Seng Soeun from Prek Smach JHS felt proud to attend the Japan study tour, highlighting the enjoyable participation of students in cleanup activities and the effective collaboration between the health room and PTA. He acknowledged the cultural, traditional, and historical learnings from the trip.

Mr. Nean Thea from Chroy Svay shared his excitement about the opportunity to visit Japan and gain insights into its developed society. He appreciated the clean environment, strong community involvement through PTA activities, and the chance to learn about Japanese culture, history, and daily life.

Conclusion

The Nagasaki City PTA Council, the Nagasaki City Board of Education, and Tokyo Gakugei University cooperated in the process of implementing the Japan Training Program. As the participants realized, the Japan training program provides an opportunity to see aspects of the education field that could not be seen in Cambodia or even in the Thailand training program. Through learning about Japanese culture and history, they also learned that a clean environment and customs were only built up by their studies at the school, which more strongly confirmed their responsibility and pride as teachers.

(9). End Monitoring for 10 Target Schools

The third round of monitoring took place from November 1 to 3, involving members from the School Health Department, Koh Kong PoE, health trainers from PTEC, and TGU. Split into two groups, they visited the 10 model schools to assess the implementation of health activities using survey tools based on previous monitoring and the Minimum Standard Health Room Manual. The objectives included verifying implementation, assessing student knowledge, evaluating community impact, refining survey tools for future assessments, and identifying potential assistant trainers among School Health teachers. The monitoring involved evaluating Kamishibai classes, health room management, and overall health activities, with findings shared and evaluation tools adjusted for future use.

a. Kamishibai Health Class

- Observe the class of G8 lesson was given by the health teacher and score by TEC trainer and Kizuna whether they are implemented according to the specified lesson plan, whether the preparation is adequate, and whether the performance of the Kamishibai is appropriate. After the class, interviews and feedback on the class were conducted.
- Students who had received G7 kamishibai lessons were tested by school health department officials to determine whether they had acquired of health knowledge.

Survey tools:

(#1. Testing form for G7 Student and #2. Kamishibai Evaluation Tool)

b. Interview of Health Room Operation

TEC trainers, Provincial of Education Officer (PoE) and Kizuna Team members interviewed school principals, teachers, and community members to gather feedback on the school health program

- Schools (School Director and Teachers in charge)

The TEC Health Instructor and Kizuna verified that the health room equipment was in place and operated properly according to the minimum health room manual, and that students' health information was properly recorded and stored.

Survey tools: (#3. Health Room Monitoring Tool and #4. Health Class Monitoring Tool (interview))

- Community

The PoE members interviewed community members who participated in school health activities to determine the impact of the health activities.

Survey tools: (#5. Community Monitoring Tool (interview))

c. Self-Evaluation from School director and Teacher in charge

The health teacher and school director were discussed which areas of school health that have been implemented so far, they feel are strengths and weaknesses, which part that they confident for sharing to other schools of new target schools.

Survey tools: (#6. Health Room Evaluation Guide (self-assessment) and #7. Health Class Evaluation Guide (self-assessment))

1) The Fruits of Monitoring

a. Kamishibai Health Class

Although there is a wide gap between teachers' scores for Kamishibai class of 95% and 45%, all schools scored high on the performance of the Kamishibai lesson, indicating that the training has been successful. However, in two schools, the demonstrations were given by teachers who had not received the training because the teachers in charge had not been able to take over successfully. The schools with an achievement rate of less than 70% are not sufficiently instructed according to the lesson plan. It is difficult for teachers to master the class practice with following lesson plans in the number of classes given once a month, and it is expected that supplemental videos (introduced in the final training) that can be reviewed repeatedly will be utilized.

The average score of the student's exam who took the seven Grade 7 kamishibai classes was high in each school, and there was not much difference in the scores. However, the percentage of correct answers was low for the lessons that were difficult to understand, indicating the need for additional explanations in the instruction manual.

b. Health Room and health activities

Almost all schools are thoroughly managing the health room in accordance with the Minimum Health Room Manual, but there are two schools where the handover of the person in charge has not been completed thoroughly due to lack of success, and a deadline was specified to have it completed. It is necessary to have school director, who participate in the training as well as health teachers, be aware of their management responsibilities so that the operation of the health room does not come to a halt even if a handover of the person in charge occurs.

The schools participating in the Japan Study Program showed positive results after the training. Four schools had implemented daily health observation records and one school had collected health histories for students, but these were only introduced after the Japan Training and will be applied in the new school year in the other schools. Koh Sdach HS has developed a cleaning plan for inside school, also plans monthly cleanups, health checkup events, and other health activities in collaboration with the community.

c. Community participation in health activities

Participation in school health events was high in all schools, with 24 of the 28 respondents (86%) participating in some kind of school health event, such as health checkups or community cleanups, and 22 of them (79%) showed a better understanding of health after participating in a school health event, a change in their own life and health awareness, and a new cooperative long-term relationship between school and community is being established through involvement of community members in school health programs.

Overall:

As for the survey items, MoEYS has not had a school health assessment indicator to date and has been monitoring model schools and creating check items in stages according to its own manual, but a draft version of the assessment indicator was finally shared by MoEYS in December. In January next year, pre-training assessments will be conducted for a new training group of 22 middle schools in cooperation with EQAD, MoEYS.

(10). Final Workshop

The final training and the completion ceremony of the three-year training were held at the Poul Wai Hotel in Phnom Penh from December 4 to 6. Result of the final monitoring, the 10 schools were recognized as having completed all the training and MoEYS presented certificates to the School Directors



and School Health Teachers of the 10 model schools in the presence of H.E. Khim Sethany, Secretary of State MoEYS with aim to share the result and activities from Japan study tour, basic training of role play techniques and typical mental health issues and closing ceremony of the training.

3) **Findings**

1). Sharing to other schools about Japan study tour

Presenters from all three groups shared their valuable insights and, as a take-home gift, shared the format of the Health Room record tools they obtained from Japanese schools, which were translated into Khmer.

2). Ensuring the schedule of school health program for Year 2023-2024

10 schools established a comprehensive schedule for the implementation of school health tools throughout 2024, ensuring smooth execution of health-related activities of Kamishibai class, health Room operation and School health committee meeting schedule of planning.

3). Raise awareness of basic knowledge of Mental Health

Participants learned to understand common mental health issues common in Cambodia, such as anxiety, depression, and trauma. Additionally, participants studied three basic solutions. These are observation, active listening, and having connections with people experiencing mental health issues.



To further deepen the participants' understanding of mental health, role-play exercises were conducted to help them find and gained valuable insights into dealing with real-life scenarios as well as problem-solving skills for similar situations in schools.

4). Closing ceremony

The closing ceremony was held in the presence of H.E. Kim Setany, Secretary of State, and Director of the School Health Department, and Deputy Director of PoE Koh Kong. Her Excellency emphasized the significance of prioritizing school health, as situations such as the COVID-19 pandemic are unpredictable. She also encourage to support for guiding new target schools to understand and implement Health Room operations, school health activities, and community health.



Overall:

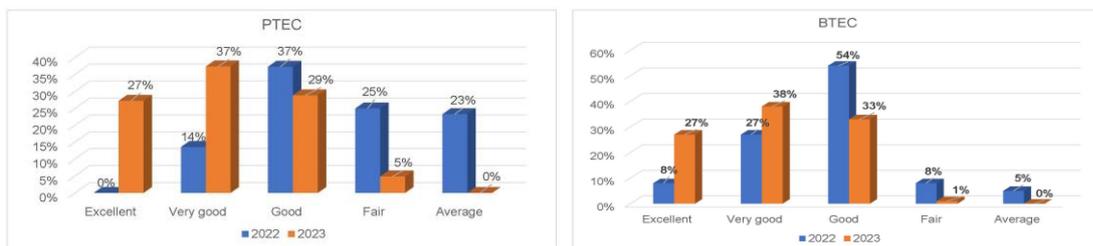
The three-year training program, which was faced with restrictions imposed by Covid19 and irregular changes in the semester schedule from the beginning of the training, was successfully completed through the production of teaching materials and the introduction of new methods such as online training.

The challenge still remains to create a program that fits the situation on the field in rural Cambodia, based on the Japanese school health and the Cambodian government's excessive health education guidelines. The near-term goal is to complete the Health Room Manual in consultation with Tokyo Gakugei University and the MoEYS School Health Department based on the Assessment results of the new training group starting next year.

III. New Scholarship Program (Action Research Support)

The meeting between the Nippon Foundation (NF) and the director and deputy directors of PTEC, held on September 15th, 2022 at PTEC, discussed the proposal for support in the form of action research funding for student teachers and advisors. The director of PTEC proposed that the NF provide financial assistance to student teachers and advisors involved in action research activities. The suggested amounts were \$100 per student and \$200 per advisor. Student teachers are engaged in various tasks related to the research, which often require expenses for transportation, communication, and related documents. Advisors, on the other hand, need to attend seminars and regularly follow up with the students.

The NF responded positively to the proposal and approved the financial support for action research and Angkor Wat study tour. The funding has been approved by the NF for the year 2023. The target beneficiaries of this support are year-4 student teachers and supervisors at Phnom Penh and Battambang, Teacher Education Colleges.



Results on action research comparison between 2022 & 2023

Through the financial support of the Nippon Foundation's new scholarship program, a total of 488 student trainees and 115 supervisors received support. The support has ignited a strong sense of motivation among both student trainees and supervisors to engage in action research, resulting in notable enhancements in their academic performance. The outcomes have been particularly remarkable, with a significant improvement in the passing rate and attainment of high scores among student trainees, showcasing a 30% increase in 2023 compared to 2022. This positive outcome can be attributed to the efforts of supervisors who conducted regular meetings and provided valuable guidance to the student trainees, highlighting the impact of the support compared to the previous year without such assistance.

IV. Other Programs

1. High School English Curriculum Handover Ceremony

The high school English curriculum, which was initially scheduled to be completed by the end of 2020, faced delays due to the Covid-19 pandemic. As a result, the official handover and launching ceremony had to be postponed.

However, in June 2023, the long-awaited Handover ceremony took place. The event was graced by the presence of esteemed guests, including H.E. Tun Samlm, who represented the Minister of MoEYS (Ministry of Education, Youth and Sport), Mr. Atsushi Ueno, the Ambassador of Japan in Cambodia, and Mr. Yuji Mori, the Executive Director of the Nippon Foundation. The ceremony was a resounding success and coincided with the 7th alumnae workshop.



At the Handover ceremony in June 2023, H.E. Tun Sa Im, representing the Minister of MoEYS, took the opportunity to make a significant announcement. With great pleasure and enthusiasm, H.E. Tun Salm declared, "I am delighted to announce the official launch of the new English curriculum and textbooks for grades 10-12 in all schools across our country." This announcement marked a momentous occasion, as it signified the culmination of extensive efforts and collaborative work among various stakeholders. The development of the updated curriculum aimed to cater to the evolving needs of our students, ensuring that they receive a high-quality English language education.



2. The 7th Alumnae Workshop

The Nippon Foundation provided financial support for ESC "KIZUNA" to initiate the alumnae upgrade training workshop in 2017, in collaboration with alumnae.



The 7th Alumnae Workshop, held on June 12, 2023, in Phnom Penh, was a collaborative effort between the Alumnae Committee and Kizuna. The workshop brought together 391 participants from various provinces. The primary objective of the event was to provide alumnae with an opportunity to learn and share their knowledge on academic research papers, including writing short stories, safety food, and non-communicable diseases.

During the workshop, participants engaged in discussions, presentations, and interactive sessions related to the chosen topics. The aim was to enhance their understanding of academic research and its practical application in areas such as writing short stories, ensuring food safety, and addressing non-communicable diseases. By bringing together alumnae from different provinces, the workshop fostered a platform for networking and collaboration. Participants had the chance to exchange ideas, share experiences, and learn from one another's expertise. This collaborative environment aimed to inspire and empower the alumnae, equipping them with new knowledge and skills that they could apply in their respective fields. Overall, the 7th Alumnae Workshop served as a valuable event for alumnae,

promoting lifelong learning, academic growth, and the dissemination of knowledge in the areas of academic research, short story writing, food safety, and non-communicable diseases

3. The 8th Alumnae Workshop

In partnership with the Teacher Education College Battambang, the 8th workshop was held on December 23rd, with 568 participants from various provinces.

Originally, scholarship alumnae underwent a two-year training program; however, the teacher training system has transitioned to a more comprehensive four-year model. The workshop aimed to provide participants with opportunities to explore innovative teaching methods under the theme of "**Teaching and Learning in New Contexts**" and to address challenges in their respective institutions. The workshop utilized a group discussion approach supplemented by lectures from professional trainers from BTEC and Sala SuSu a Japanese NGOs. The workshop results revealed the following findings,

Finding-1). Lesson Study Methods:

Participants learned about the importance of lesson study (LS) methods for teachers to self-assess and evaluate students by experimenting with new approaches tailored to their actual classrooms. LS facilitates the planning, implementation, and reflection of learning plans, enabling educators to identify and correct mistakes. While some methods proved practical and effective, it was noted that many rural students lack the habit of self-study at home, often relying solely on classroom instruction. Nevertheless, LS was recognized as a valuable tool for student development.



Finding-2). Adoption of Student-Centered Approach:

The majority of participants expressed awareness of and commitment to adopting the student-centered approach to teaching, although some still adhered to the traditional teacher-centered approach. Embracing teaching and learning in new contexts involves tailoring teaching methods to suit the needs and learning habits of students, thereby fostering a conducive learning environment.

In conclusion, the alumnae upgrade training workshop provided a platform for educators to enhance their teaching practices and address educational challenges. By incorporating innovative methods and fostering a student-centered approach, participants are better equipped to meet the diverse needs of their students and facilitate their academic growth.

4. Art club support

Since 2019, Kizuna has been supporting the art club at PTEC, which was founded by art alumnae. However, BTEC has faced challenges in supporting club activities, despite both institutions transitioning to a 4-year training system. To address this, the director of BTEC expressed interest in Kizuna's support for club activities at their institution. On February 5th, 2023, BTEC established two new clubs: the Dancing Club and the Drawing Club. These clubs aimed to introduce fresh activities and provide students with opportunities to engage in dancing and drawing as extracurricular pursuits.



The art club at TECs are able to continue its activities through shared funding from the Nippon Foundation and donations from alumnae members. The donations are acquired during alumnae events, where art club members have the chance to showcase their performances.

Regarding the handover plan to PTEC, a meeting was held on September 19th, 2023, between Kizuna, alumnae, and PTEC management teams to discuss upcoming year activities. It was decided by the PTEC management and art trainers that they would assume responsibility for the art club and manage it themselves starting from the next academic year in 2024.

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)	2023/01/01-2023/12/31
Budget (one year)	USD 796,224.00
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 report

Project period covered	2023/01/01-2023/12/31		
Budget (by the submission of the report)	- Budget	:	796,224.00
	- Expenditure	:	661,964.14
	- Balance	:	134,259.86
	- Budget execution rate	:	83.14%