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Empowering Youth

## PEPY LEARNING CENTER PROGRAMS

### QUARTER IV REPORT, June- August 2021

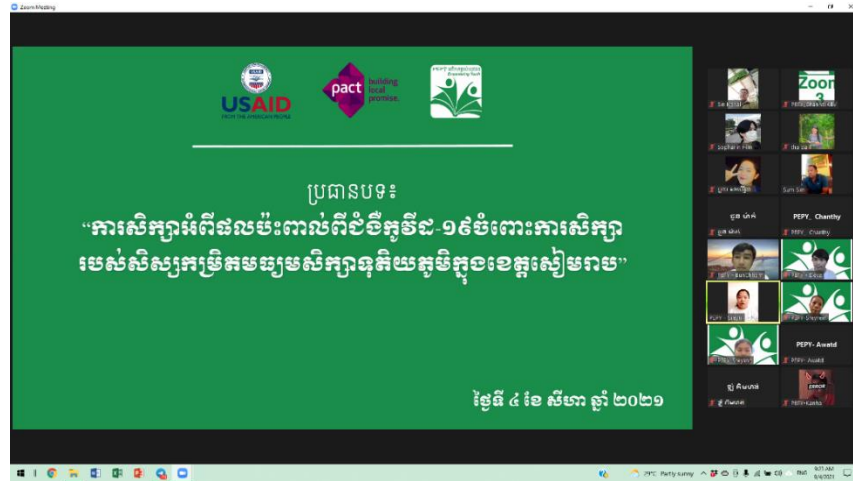


Photo 1: PEPY students presenting their findings to local authorities and youth groups in August through Zoom.

In this fourth quarter, the Learning Center’s classes (English, ICT and Youth Empowerment Projects) are still running online due to COVID-19. Regardless, there are some top highlights in the quarter:

- ICT Teacher has worked with our partners to build a Library Software on Librarika to track the use of our materials in the Future is Bright Computer Lab & Club.
- We had our Annual Irish Teacher’s exchange with Michael, who ran fun cultural sessions in our English classes.
- 20 out of 60 students were recognized their outstanding achievement in our English class this year and we hope a reward encourages other students to stay motivated.
- 11 student groups (60 students, 41 females) completed their research findings and shared their results with local authority, NGOs, and youth groups.

## Information Communications Technology (ICT) Project Overview

### I. ICT Project HIGHLIGHTS

- 60 students (41 females) have consistently participated in ICT class weekly. This quarter, average attendance was 96%!
- Our ICT Teacher has worked with our partners to successfully complete and launch our Library software using Librarika.
- After students and alumni feedback this quarter, we will add more lessons into our curriculum focused on passwords and privacy (The Importance of Security, Passwords and what are strong passwords, Password Manager Software to store Passwords, Windows software Auto updates, Firewall, Antivirus software - Macfee, AVG)

### II. Major Events and Activities (1/2 page)

**Classroom Activities:** This quarter, there were 4 main topics providing to 60 students which were conducting weekly on Zoom. The topics included Microsoft Word (Comment, review, and editing, track changes, accept, reject); Microsoft Excel (Count, Counta, sum, maximum, minimum, Rank, average), Internet & Gmail (Email, send, save, inbox, sent, draft, spam, Starred, Snoozed, Scheduled); Google calendar, and Google Drive. These lessons aimed to build students foundation in necessary employment skills after they graduate in December 2021. Student Srey Ni shared, *“These lessons are significant for me! I understood additional tools in Microsoft Office (Word & Excel). Also, I have learned about the Google Drive and Calendar which will use it for my study and work in the future.”*

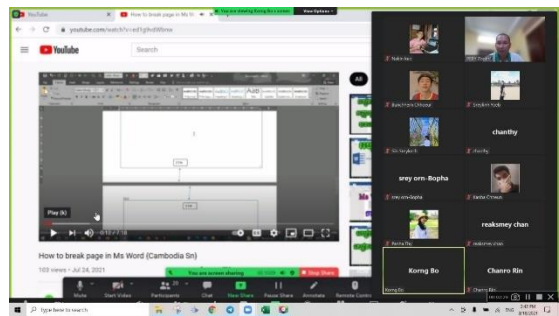


Photo 2: PEPY students attending ICT class online to conduct research with more resources on YouTube and Google.

Absentees, were able to view the lessons with our recordings and videos lessons which aimed to continue to provide support outside of the class. Students who still needed support were provided with extra sessions to ensure that they were able to learn the lesson in its entirety.

**Cambodian Center for Independent Media Workshop:** The ICT project team has cooperated with the Cambodian Center for Independent Media (CCIM) to provide 2 ICT sharing session on Information Disorder and Verification of Information” and “Attention! Communicating Safely” in July, to 60 Learning Center students. These sessions were very important for helping our students to identify fake news or inappropriate material that they may encounter while using social media or while conducting research online.

**Nutanix Partnership:** Over the summer, our team partnered with Nutanix (an IT company we were connected to through our Team4Tech partners) to build a Library Software application on Librarika to track our participants’ check-in and check-out of materials in the Future is Bright Computer Library & Club. 22 people (alumnus, current students, and staff)

are currently borrowing materials. We received a report of more computer and smartphone needs for distance learning and are seeking out donations to get more computers, smartphones, and IT resources.

### III. Project Analysis

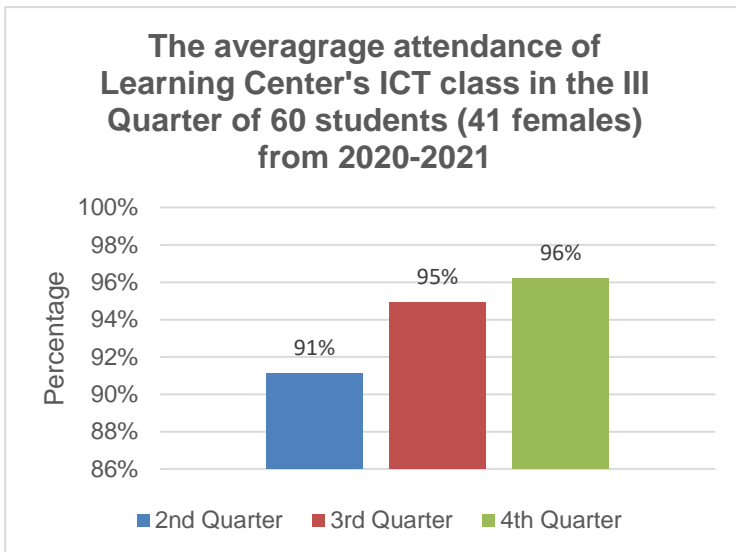


Figure 1: Average attendance rate in ICT class of 60 students during the 4<sup>th</sup> quarter from June to August 2021.

The chart shows the ICT average attendance of 4<sup>th</sup> quarter versus last quarters. The average attendance of the 4<sup>th</sup> quarter was 96%. The few absences were caused by low signal connections and overlapping schedule with other events. It is a positive sign for our students to keep engaging with our activity because slow learners were receiving weekly class supports from our ICT team. The students also able to access our devices like computer and smartphone that could support their learning.

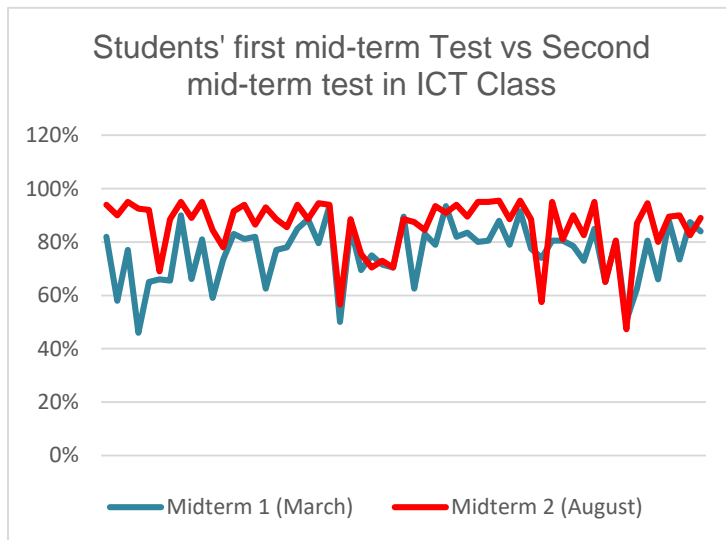


Figure 2: Average first semester test in March versus second semester test in August 2021 by Learning Center's ICT

The line graph shows the first and second ICT test of 57 students (39 females) that took place in March and then in August 2021. The average second online mid-term test score was 86%. This was 10% higher than the first semester test which was 76%. While this means we passed our target of youth getting a score or 85% by the end of the year, we faced a challenge as 16 students were not able to complete the text. During lockdown, they did not have a computer and we could not deliver one to them, nor could they come to the PEPY office. For our purposes

that makes our scoring incomplete and we would love to conduct another exam in the future to get the results from everyone.

### IV. Challenges

- 16 students did not have a computer to practice at home. We could only conduct the theory test with them during this challenging time. The 16 students are non-PEPY scholars so their only opportunity would be through our Future is Bright IT Library. With COVID spreading more and more in the community they were not able to have access to the city for borrowing the PEPY computer in the Future is Bright Computer Lab & Club. In the future we will take these preventative measures to make sure our students have IT access:
  - If they vaccinated already, we will allow them to rent our computer if they apply our COVID-19 safety policies.
  - Discuss with students and find a potential way for them to get a computer in the Learning Center/Officer space.
  - Learning Center students will be encouraged to purchase a computer if they can and taught why it is a key investment.
  
- Online classes during the rainy seasons cause some poor signal connections and impacted students' learning. It interrupted classes and student's attendance as well (2% of our absentees caused by the severe weather).

#### **V. Plans for next quarter**

- Continue providing ICT classes. The next session will be focused on supporting students to improve their video/photos editing and internet skills. Teachers also hope next quarter the students will enjoy the class learning more about Canva graphic design and create their own blog with Weebly.
  
- Creating video lessons and post them in the PEPY ICT YouTube channel for students to learn outside of the classroom. The videos will be about Microsoft Office (Word, Excel and PowerPoints), Canva design platforms, Weebly, Social Media account sign as Zoom, Skype, Telegram, and Email.
  
- Develop and launch a library software for tracking check-in and check-out for the Future is Bright Computer Lab and Club.

## VI. Student Standouts



*Photo 3: Phon Pha, an alumni who borrowed a computer for writing and research.*

Phon Pha, our alumni said, “Future is Bright Computer Lab & Club, this project is very good and helpful to students who did not have ability to buy electronic material for learning because all the students can borrow smartphone, computer, Ipad and external hard drive for use self-learning or research. I would like PEPY continue do this project and continue support students. I have borrowing a computer for research and learning.” Phon Pha is not just a library participant, she is actively promoting and advocated for the project in our community helping demonstrate the need and success of the initiative.

## English Learning Project (ELP) Overview

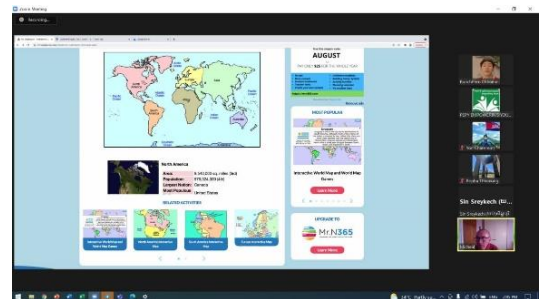
### VII. Quarter I English Project HIGHLIGHTS

- 5 units have been provided to 60 youths (41 females). Their attendance this quarter was 97%.
- 60 youths (41 females) have practiced their English with Michael, Irish teacher.
- 57 students (95%) passed the second midterm test while 3 students need more support to improve their skills and knowledge.
- 20 youths (15 females) received award or gift among 60 students who performed outstanding in English class as well as having high scores.

### VIII. Major Update (1/2 page)

**Classroom Activities:** The five lessons or sections this quarter covered reading, listening, and grammar such as Present Perfect, articles a, an, and the, Past Simple and Past continuous tenses, five kinds of adverbs, quantity, verb patterns, and synonyms and antonyms. Through all the class activities, all the students progressed in their English proficiency. We observed great improvements in reading, writing, listening, and especially speaking. All the lessons taught them new and engaging challenges. Having small group discussions helps them think critically, and guide them, and help improve their overall comprehension and confidence.

**This Year's Irish Exchange:** In August, PEPY and DPTENS educators in Ireland organized an exchange program with youths to share, learn, and teach about cultures and knowledge in other parts of the world. Michael, an Irish teacher, volunteer to share online this year for four sessions. The topics are about Irish culture that covered sports, language, traditional dancing, musical instrument, food, and livelihood. He also taught geography focusing on the continents including the population, land size, and the countries in each continent. He said he loved how the PEPY students were so active and contributed lots of ideas in class.



*Photo 4: Irish teacher Michael teaching youth geography by showing the world map and the continents.*

It is very important to learn about different cultures in order to improve communication and increase our students' understanding of diversity. The youths have a greater chance to interact with people from different countries like Michael. This will help them to gain different perspectives across the regions even if they cannot travel and they will see new ways of thinking.



Understanding different people and their cultures is one of the greatest skills that youth can learn in order to get a job. When they finish their studies at PEPY Learning Center, they might work in different sectors of tourism and hospitality. So having an exchange program helps them prepare for a job and know how to deal with new people, belief, values, and behavior.



Photo 5: Rith was learning with Michael, Irish teacher, who shared about culture and knowledge related to the world geography.

Rith who is 20 -year-old in English class said, “I enjoyed learning with Michael very much. I learned a lot about Ireland which I never knew before.

Michael brought us so many new things such as Irish language, food and sports, Irish traditional dancing and instruments. Especially I got to learn about the continent in English in terms of knowing about the land size, population, GDP, countries in each continent. I would like to thank Michael very much for sharing with us all of this new knowledge.”

**Classroom Achievements:** 20 youths (15 females) received an award for their academic achievements in English class. The students who received high scores in the Mid-term Tests have received a reward from English teacher that including study materials like pens, books, English text books. We hope that this will motivate other students to focus on their studies and help us celebrate the students who are working extremely hard to learn English.

## IX. Project Analysis

On 28<sup>th</sup> and 29<sup>th</sup> of July, 60 youths (41 females) were assigned to do second mid-term Test to test all the skills of reading, writing, listening, speaking and grammar. The result below displays the differences between the first and the second mid-term Test. In the table below, we see that 95% of the youth have passed the test compared to 92% in the first mid-term test which is better than before. In the first mid-term exam the score was 64% and the second exam was 70%, which is a 6% improvement.

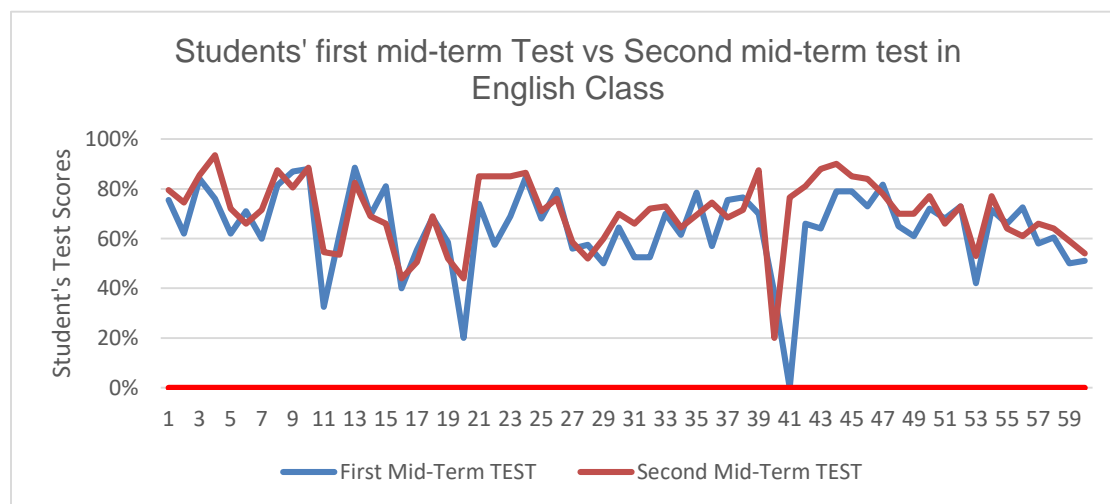


Figure 3: The line graph above represents the information about English first mid-term and second mid-term Test. The average score of the first mid-term is 64% and the second mid-term test is 70% which is a sizeable improvement but we have no reached our targets yet.

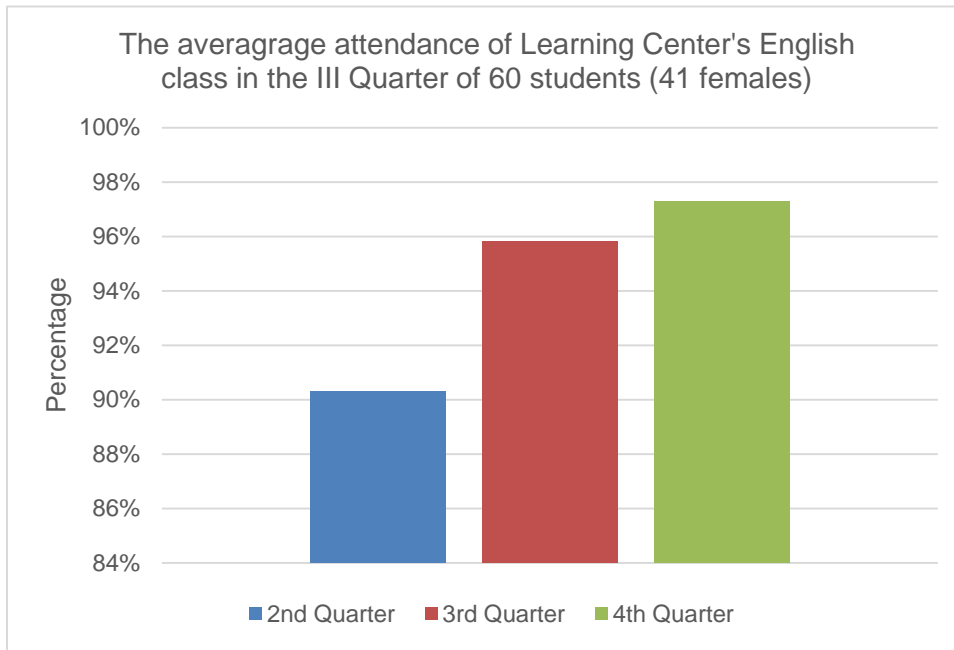


Figure 4: Comparing attendance rates form Quarter II- Quarter IV. Average attendance rates in quarter IV in English classes increased by 7% overall.

The average attendance rate in Quarter IV in English classes was 97%. There are 60 students, and each class had a maximum of 20 students. The attendance rate is higher than Quarter III as it was 94%. The class moved online since February and students seem to get used to learning through online

application. Even though, we still run the class online this year, the attendance is completely reached the target to more than 90%.

## X. Challenges

- Even though 100% of our students are vaccinated, there still have to adhere to the lockdown and are having trouble getting everything out of the class when they have signal issues. It similar to last quarter as it is quite a challenge for us to support students learning online as we could not interact in class.
  - Next year, we are planning to recruit 3 native speaking English teaching volunteers to support our English class. We hope that they are from a teaching background so they can support class and help our English team learn more effective teaching methods. However, if everyone student get the vaccine and the center is opened, it will be best for our students and teachers.

## XI. Plans for next quarter

- Continue providing the English class to current 60 students for 5 units until November.
- Conduct the student Recruitment Process for 30+ non-scholarship students. The process includes announcement and application filling, application shortlisting, interview, and English Entrance Test exam
- Recruit English native speaker to support the English class in order to improve student's performance (speaking and listening).



## XII. Student Standouts



*Photo 6: Doeurn receiving a reward from our English teacher because of her efforts in the class.*

Koes Doeurn, a female scholarship student, is one of the most outstanding and committed student in the English Learning Project this year. She has joined English class since January 2021 after she was selected for our scholarship program. Doeurn has worked really hard with her study especially English because she is majoring TESOL at Panasastra University. She said she did not know English much when she was in high school. “I didn’t eve like English at my high school because I did not understand it at all” she added. Surprisingly, since she started English class at PEPY, she loves it very much. She learns so much and now her English is strong for communication. She became a top-grade student in her class and received a reward as a result. Her friends were so happy for her! In the future, she wants to be a great English teacher who can educate other students to create more opportunities for them.

## Youth Empowerment (YE) Project Overview

### XIII. Quarter I YE Project HIGHLIGHTS

- 11 student groups (60 students, 41 females) in the research project win Youth Leadership in Action's WE Act Project completed their research findings and shared their results with local authorities, NGOs, and youth groups by conducting the online presentations.
- Provided Socio-Economic Rights Training to 349 students, 259 are females from high schools and PEPY alumni and current students
- Library Class provided 2 lessons such as Public Speaking Skill and Advocacy Skills to 60 students, 21 are females at the Learning Center

### XIV. Major Update

**Youth Research Projects:** After a lot of effort on the research projects since May, 11 student groups (in total of 60 students) concluded their findings and shared with representatives from different departments including Ministry and Provincial Department of Education Youth and Sport, Provincial Department of Post and Telecommunications, NGOs, principals, teachers, university students, and high school students. Each group presented to 45 participants and was accompanied by the PEPY staff.

10 Key findings includes from their research includes

1. Teachers have limited skills in technology for distance teaching including Google Meet, Designing Google Form, Zoom, and other supporting online tools to engage students' participation and learning.
2. Students in Grade 12 lack support from parents and teachers during their remote learning which causes them to poor performance at school.
3. Student in Grade 5-6 lack of reading and math skills caused by lack of learning materials, lessons and video learning during the pandemic.
4. Grade 5-6 lack support from parents and teachers during their remote learning which causes them to poor performance at school.
5. School has no supporting program on mental health and counseling supporting sessions for students. In their research, students reported that they feel stressed in online learning.
6. Lack of internet and social media skills in selling and purchasing service or materials.
7. Lack of budgeting and loan to run and expand their business during the Covid-19 pandemic which also caused by the less of customer buying their products/service.
8. Youths and Community really need to educate on how to manage their trash for environmental friendly.
9. People do not get the information on how the importance of the environment and the impact of not having enough materials to manage their trash
10. Youths lack of soft skills and technical skills during the unemployment in Covid-19 situation which is a bridge to support their study and future job.



Photo 7: The Reading and Arithmetic of Primary School Students (Grades 5-6) conducting their presentation to school principals and a representative from UNICEF.

Kanha, from the student group focused on improving the Reading and Arithmetic of Primary School Students (Grades 5-6) highlighted the success and lessons learned after his group presentation. He said, "There were 47 stakeholders who attended our presentation from UNICEF, Department of Education, Youth and Sports, school principals, and youths. What thrilled us the most was not just about being able to share our findings with our stakeholders, but to hear their thoughts and inputs as they consider our recommendations. I believe that this is a great opportunity for all of us. What we found benefits teachers, students, and other stakeholders; and students learning improvement as a whole."

The keys improvement for next year would be to improve students' presentation skills and check their readiness by conducting some sessions to letting students conduct presentations in the class with PEPY staff before sharing with other stakeholders. Then, we can see the areas for students to work on more and give feedback. Also, to work with the students to ensure that they have all the materials and schedule are on hands so that we can communicate it to their mentors and PEPY staff for their participation in the event.

## XV. Project Analysis

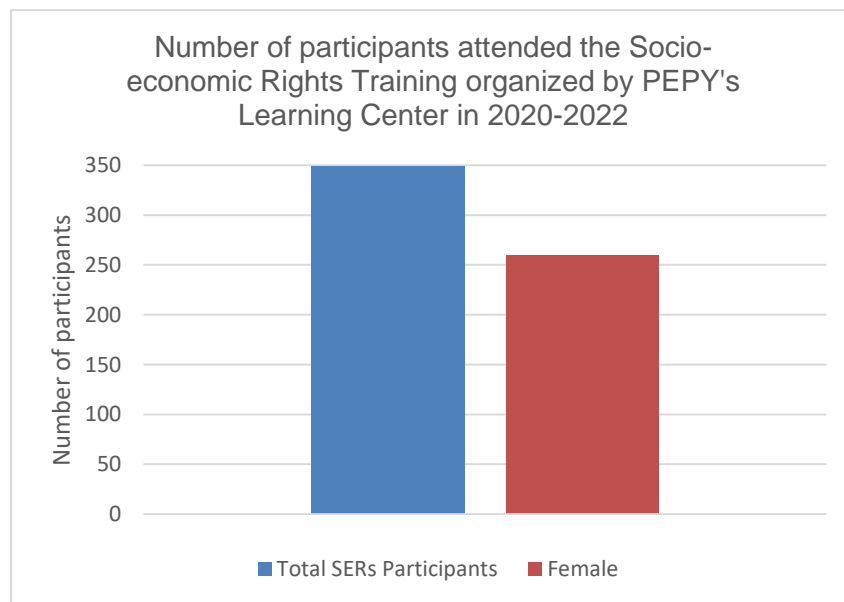


Figure 5: Number of participants attending the Socio-economic Rights Training. The attendees included 51 alumni, 60 Learning Center Students and 238 high school students.

PEPY conducted a Socio-Economic Rights Trainings with youths at the Learning Center and students in high school such as Kralanh, Sen Sok, 28 January, and Varin High Schools. This training aims to raise local awareness related to Basic Human Rights, Socio-Economic Rights, Good Governance and Good Public Service. There were 349 youths (259 females) who participated in the training. This number indicates high number of participation from female youths, while male participants is below 30%. Of course, the number of female students in

each school is high, so their participation is already high. Still the number and percentage of male participants could be improved. From the conversation with the PEPY Dream officers

who work in each school, they shared, “we noticed the low participation of male youths participating in any events. They enjoy more on online games and sport activities.”

## XVI. Challenges

- The Youth Research Project was heavy for students to complete as they are the first year students and it is their first experience of conducting the research. They had worked on the project mostly in night time after class and at the weekend to complete the tasks. Students feedback that these work are challenges for them but they are still happy to complete and finish the results.
  - Next year, we hope that we will block our learning schedule in the morning for students to just focus only on the community project and lighten their workload.

## XVII. Plans for next quarter

- Conduct 10 employees visits with the Learning Center youths from 2018-2019 and 2019-2020
- Organize Youths Project Pitching under WE Act Project’s Funding
- Provide CV, Cover Letter Writing, Interview Tips, for 60 learning Center students to find the job and connect them to NGOs partner for potentially connect our youth to the job.

## XVIII. Story of Change

Ry Sreyneav, is one of the 60 youths who had delivered a public speaking session to their friends through a Zoom meeting. Sreyni really make a huge impression for her friends on the topic “Youths’ Contribution to Environmental Protection.” In the beginning when Sreyni started with us in January, she was really shy to speak and looked away from the eyes of others while communicating. After participating in the classroom activities, by presenting and practicing her public speaking skills, she has built her confidence significantly. This is not just her ability to speak, but how she uses her voice to raise awareness to others on how environment can influence their lives and public health and what should everyone should do to improve their circumstances. Being able to advocate is the start of her leadership. We are really proud of her.



*Photo 8: Student Sreyneav sharing and presenting in the class “Public Speaking” in July 2021.*

## XIX. Program Analysis

**Table 1: Learning Center Overview  
2019-2020 Students (November 2019-December 2020)<sup>1</sup>**

<sup>1</sup> This year, Cambodia’s academic timeline has shifted due to COVID-19. Students in high school will continue their studies through December as opposed to October to make up for missed classes and take

|  | Q1   | Q2    | Q3   | Q4   | Final Annual Total |
|--|------|-------|------|------|--------------------|
| Number of youth participants   | N.A. | 60    | N.A. | N.A. | 60                 |
| Number of additional beneficiaries <sup>2</sup>  |      | NA    | 99   | 139  | 238                |
| <b>Average Attendance Rate (goal: &gt; 90%)</b>  |      |       |      |      |                    |
| - ICT Project  | N.A. | 91%   | 95%  | 97%  |                    |
| - ELP  | N.A. | 90%   | 94%  | 97%  |                    |
| - YE Project   | N.A. | 97%   | 93%  | 92%  |                    |
| <b>Academic Performance (goal: 30% improvement from beginning of year until end in English and ICT and 40% for YE)</b> |      |       |      |      |                    |
| - ICT Project  |      | 20%   | 79%  | TBD  |                    |
| - ELP  |      | 50%   | 74%  | TBD  |                    |
| - YE Project   |      | 46%   | N/A  | TBD  |                    |
| - Total % Improvement  | N.A. | 38.6% | 77%  | TBD  |                    |
| Number of workshops and training conducted   |      | 2     | 1    | 2    | 5                  |
| Number of visiting speakers  |      | N.A.  | 3    | 1    | 4                  |
| Percentage of students with completed Research Packets (goal: 80%)   | N.A. | N.A.  | N.A. | 100  | 100                |
| Graduation Rate (goal: 92%) <sup>3</sup>   | N.A. | N.A.  | N.A. | N.A. | TBD                |
| Participants' ability to give visual media presentations (goal: 80%)   | N.A. | N.A.  | N.A. | 60   | 60                 |
| Participants' improved behaviour in study habits and class participation (goal: 60%)                                   |      | 23%   | 42%  | TBD  |                    |

their national exams at the end of December. PEPY team will use this opportunity to continue supporting the 2019-2020 students through December as opposed to having them graduate in October.

<sup>2</sup> PEPY team will be providing trainings outside of the Learning Center, reaching and supporting more students than any year before. One major training PEPY Learning Center team will be conducting is a socio economic rights training.

<sup>3</sup> As of today, we expect a 97% graduation rate this year. Now we have a 100% retention rate; however, it may change with a few student dropouts as we have 3 more months of study this year, ending officially in December.

|  |      |      |      |      |      |
|--|------|------|------|------|------|
| Rate of Confidence in Job Application (goal 75%) <sup>4</sup>    |      |      |      | TBD  |      |
| Community Development Engagement (goal: 60%) <sup>5</sup>        | N.A. | N.A. | N.A. | N.A  |      |
| Student's applying to PEPY Incubator (goal: %10)                 |      |      |      |      | X    |
| Community Payback Project Participation (goal: 100% of Scholars) | N.A. | N.A. | N.A. | N.A. | N.A. |

### Learning Center Program Analysis

- Overall, we see higher and increased attendance rates during the online learning: In the ICT and English classes, there was a rapid rise of the percentage of the attendance while YE project has a slightly decrease from 93% to 92% due to the rainy seasons and low signal connections.
- More beneficiary reached despite Covid-19: our Learning Center team has provided training on the Socio-Economic Rights Training to high school students. By the end of the 4th quarter, we reached 238 additional beneficiaries.
- Midterm test score increased even though students are learning online in ICT and English: in ICT project the score rose from 76% to 86% while the English project increased from 64% to 70%. This midterm test helps us to monitor students' progress toward the posttest at the end of the year. This year will be the end of the classes with be November 2021, and we expect that they will get at least 85% of the post-test.

<sup>4</sup> To be conducted in October and November.

<sup>5</sup> Percentage of youth involved in volunteer work or community initiatives in either their local communities or in Siem Reap. Due to Covid-19 restrictions they have not attended any other project outside the PEPY project.