Quarter Overview

This was a very busy first quarter for PEPY. PEPY was fortunate to welcome Ms. Kimsru back to PEPY to continue her job as a Program Manager after finishing her Master Degree in Ireland. PEPY was also excited to welcome Mr. Chhunnay Pin, ICT Assistant, Ms. Soury, English Teacher, Ms. Sokpheaktra, Accounts and Finance Assistant. Furthermore, PEPY was fortunate to welcome Mr. Gerard from Ireland to join PEPY for 6 months to help PEPY team improving its English teaching curriculum.

Our Dream Management Project was officially expanded to another High School, 28 Makara located in Srei Snam District about 80 kilometers from Siem Reap town. Our new High School English Project was also piloted this year in two high schools, Kralanh and 28 Makara to provide free English classes to grade 10, 11 and 12 students, supplementing their regular classes provided by the Ministry of Education Youth and Sports. It was a very complex process to arrange the schedule for students to attend both Dream Management classes and English Classes as some government teachers also wanted to insert their private classes into that free schedule. However, the challenges were finally resolved and high school directors feel very happy to have this English Project in their schools.

This year PEPY was in a position to support 38 high school graduates (24 girls) to continue their higher education at university or vocational training schools in Siem Reap province. Ten students were funded by iHerb Organization. Students participated in integration days, similar to last year, building their confidence and motivation. The numbers of students who registered and attend the Learning Center increased significantly this year compared to last year. Up to this point, 53 students participate in English, Youth Empowerment and Information & Communication Technology every day.

Again this year, PEPY received an invitation from its partner school in Ireland, DPETNS, to bring two students and two staff to participate in a three-week exchange program in Ireland in March, 2018. PEPY staff, Mr. Skut Savoeng, Ms. Soury, and two students, Ms. Sina and Mr. Phearith, have been selected to join this program. They all feel very excited and they are looking forward to this opportunity.

PEPY also had tragic and challenging times as two male students were involved in a tragic motor bike accident on their way home on a Friday evening in November. One of them passed away immediately and the other student was taken to hospital and he is making a good recovery. All PEPY staff and students were very shocked and saddened by this event. However, we would like to express our thanks to local and international board member and everyone who was so kind and supportive during this very challenging time. We will always remember the name of the student who passed away and keep him in our hearts.

- Dr. Seuss

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."
Dream Management Project

Dreams are very important to us at PEPY Empowering Youth. Many of the students we work with are only exposed to a limited range of opportunities. We believe it’s important for young people to dream big and see how they can make their dreams a reality. Through our Dream Classes, we aim to nurture those big ambitions for their future and give them the resources and connections to take the necessary steps to make their dreams a reality. In the PEPY Empowering Youth Dream Classes, young people are given a forum to identify and discuss their ambitions for the future, and any challenges they may need to overcome. The classes provide career resources, mentorship, and group workshops. Successful Cambodian professionals present to our students, thereby giving them exposure to different ideas and aspirations.

Quarterly Overview

The Dream Management Project Team and the Directors at each High School (Kralanh and Srey Snom), worked on schedules to ensure that students from grade 10, 11 and 12 can access Dream Management weekly classes for two hours per week. This was quite a complicated process as government teachers wanted to insert their extra ‘paid for’ classes into that free time. We are happy to report that a working schedule was eventually agreed.

As already indicated, Srei Snom Distict is a new target area for PEPY’s Dream Management Project. On November 1st, 2017, PEPY Management Team Dream, together with Dream Management, introduced themselves to approximately 700 teachers, DoEYS, local authorities, school support committees, students and the wider community. The PEPY Team informed everyone about how the Dream Management Project will be administered in the academic year of 2017 – 2018 and asked for everyone’s support and collaboration.

This year, there were 397 students (258 girls) enrolled for Dream Class. The majority of enrolled students were from Grade 10 and 11 as most of the grade 12 students opted to take additional classes, provided by government teachers, as they wanted to ensure that they were ready for their final high school national exam which will take place in August 2018.

Dream Project Classes began with an introduction to PEPY Empowering Youth’s Vision, Mission, and Goals. The students were informed about the Project’s donor and Dream classes commenced. The concept of ‘Dream’ was explained and explored and the importance of ‘dreams’ was impressed upon the students. At first, some students, especially those from Grade 10, didn’t have enough confidence to share their dreams with peers in the class.

Number of Students Registerd

![Number of Students Registerd](https://example.com/graph.png)
High School English Project

The objective of the High School English Project is to allow Kralanh and 28 Makara High School students, regardless of economic background, have access to high quality English classes. This classes allow grade 10, 11, and students to learn English during their free time, supplementing their regular classes.

Quarterly Overview

PEPY signed a working agreement with Kralanh and 28 Makara High School to pilot the High School English Project and they were very happy to cooperate with PEPY to implement the project at their schools. They also wished to have this project in the next coming year.

338 applicants applied to join the English High School Project; 175 applicants (125 female) from Kralanh High School and 154 (at least 98 female) applicants from 28 Makara High School.

322 students took the English placement test to facilitate placing them in the appropriate classes. The results showed that the majority of the students were at elementary level, and a quarter of them were at pre-intermediate level. The students are divided into 12 groups; 6 groups in each school. The project planned to recruit only 300 students, but ended up accepting 329 students.

Number of Students Registered

![Bar chart showing the number of students registered for the High School English Project.](image-url)
Scholarship Program

PEPY Empowering Youth provides university and vocational training scholarships for students from Kralanh. Recipients are supported with tuition fees, study supplies, a bicycle, access to a computer, a living allowance, and access to health care. Scholarship students also attend the Learning Center for additional training.

Quarterly Overview

This year, there were 128 potential candidates from four different high schools who applied for university or vocational training scholarship from PEPY. After the interview and social investigation, PEPY decided to select 38 students (24 girls) to participate in the 2017-2018 Scholarship Programme.

All 38 recipients and their parents attended parent meetings in different locations, nearest to their homeland. These meetings aimed to inform parents and scholarship recipients about the agreements and expected behavior from all parties (PEPY, student and parents) until such time as students completed their studies.

Students then attended the integration days which took place at Jombong Hors Training Center, Preah Vihear Province. These five days allowed students to get to know each other better as they came from different communities, to learn about Siem Reap, health care etc. Students also created rules for living together and established their common core values. After these integration days, students felt very close to each other.

All students were connected to the PEPY Learning Center in order to learn English, Information and Communication Technology, Youth Empowerment Classes and Library every day. They spend 1 hour and 20 minutes per day in each class (three classes per day such as English, ICT, and Library) from Monday to Thursday. During their morning time on Monday, they attend the soft-skill training class, and on Tuesday and Wednesday morning they join short-course training like introduction to business and introduction to tourism. Please see the detail about what they learned in the Learning Center Report.

Monthly meetings are conducted to discuss their living arrangements, studying and working situations. Some former students also came in and shared their working lives so that current students would be prepared when they start to apply for jobs. Three students presented this quarter. Mr. Yoeung presented about how to write a thesis, Mr. Sitham presented about social media and its safety and Mr. Phearith presented about Born to Win. This was also a positive networking opportunity for all students, past and present.

A Memorandum of Understanding was signed on November 28, between PEPY and University of South-East Asia (USEA). This MoU allowed all PEPY students to receive a 10% discount of their annual university fee for 4 years.
Quarterly Overview

English Project

All 26 students from the previous year finished their English classes at the Learning Center by the end of October 2017 as the space was needed for new students. From September to October 2017, students studied two units that mainly focused on reading, speaking, and writing skills.

53 students (38 students from PEPY Scholarship Project and 15 non-scholarship students) participate in the English class at the Learning Center this year. After taking the pre-test placement test, students were placed into three different groups based on their English Level: Tigers (17 students), Giraffes (20 students) and Dragons (14 students). Students with poorer performance were placed in the Tigers Group, while the more able students were placed in the Dragons Group.

The overall attendance rate during this quarter was 92.5%. However, PEPY scholarship students attended the class up to 95% and non-scholarship students attended only 90%.

Some of the lessons were taken from New Headway, supplemented by material and topics chosen to address the specific learning needs of the students. English class is delivered using English only. At first, this was a challenge for students but they adjusted quickly and they became more engaged and participatory.

Information and Communication Technology Project

By the end of October, 26 students from promotion 5 completed their website blogs. The result of the tests showed that 84% of students got high scores on their graphic, videos and blog development. They also had very high attendance rates.

62 new students (73% were females) applied for ICT class at the PEPY Learning Center during this reporting period. However, after arranging scholarship only 48 students (71% were females) could continue. The rest couldn’t attend as it overlapped with their classes at university. PEPY team hopes that more students will register in the next quarter.

All 48 students have been put into three different groups based on their learning ability. Each group receives one hour and twenty minutes per day from Monday to Thursday every week.

Learning Center Project

With more and more employers highlighting the need for soft skills, PEPY’s Learning Center aims to increase the employability skills of scholarship students through provision of English, Information & Communications Technology, and soft skills training (Youth Empowerment classes). Students are also connected to new ideas and potential career opportunities by means of inspirational speakers, career mentorship, internships, and volunteers.
The attendance rate for the 48 new students during this reporting quarter was 92% as some students got colds and fever. The lessons focused mainly on typing skills (as over 90% of students had never used computers before), Microsoft Word, Window Explorer, and they also learned how to use internet and email.

**Youth Empowerment**

This year there are 38 students registered and attending the Youth Empowering Class every week. The attendance rate during this reporting period was very high at 99%. There were two main topics that students discussed such as 1) Self-Evaluation and Report Writing and 2) Who I am now and Future Me. Through these sessions students were able to identify what they like, what they don’t like, what they are good at and not good at. They also learned how to address what they are not good at so that they will be better in the future.

Students also participated in two short-courses for 8 hours every week on Introduction to Business, and Introduction to Tourism. These two short-courses help students to explore business ideas and also how tourism impacts to their living. It also helped them making better decisions when selecting a major to study in university in the future. Facilitators observed that students were very much engaged and showed a lot of interest in the sessions. According to the quiz from the Introduction to Business course, 50% of students got score over 90%.

Library is a new component of the Youth Empowerment Project this year. 48 students were scheduled to attend library activities daily, watching inspirational videos, reading English books, drawing pictures, doing books report and book quizzes. They are also encouraged to borrow books to read at home.

Every Friday morning, students participated in art and music classes at Music for Everyone School which is one of PEPY’s partner learning organization. Since it was the first quarter, students just spent time exploring different musical instruments, in particular the guitar, and exploring their creativity through painting and drawing.

Every Friday afternoon students took turns being a facilitator or teaching their friends. This quarter, they started by talking about, How to Make a Lesson Plan and preparing materials to support their teaching. At first, they felt very nervous. However, PEPY believes their skills and confidence will improve with the passage of time.

Students went to visit different universities or companies and NGOs. This reporting quarter, students visited the University of South-East Asia in order to prepare for selecting their course of study. They also visited Theam’s House which is the gallery that celebrates the Cambodian way of life. It was a great opportunity for students to learn about and appreciate the creations of an internationally recognized Khmer artist.