Table of Contents

Letter from PEPY’s Board Chair 2
Letter from Executive Director 3
PEPY’s 2018 - 19 News 4
Who We Are 6
What We Do 6
Where We Do It 6
Why We Do It 7
How We Do It 7

Dream Management Project 9
Scholarship Project 11
  Introducing the 2018-2019 Scholarship Students 13
Learning Center 14
  Information Communication Technology (ICT) Project 15
  English Learning Project (ELP) 16
  Youth Empowerment (YE) Project 17
  International Experiences: Exchange Programs & Activities 18

Students’ Corner 20
Sharing PEPY’s Stories and News 22
2018-2019 Financial Overview 23

Get to Know Us! 24
Board Members 24
Meet our Team! 25
Future Plans for PEPY 27
2018-2019 Partners and Donors 28
Dearest friends, donors, and PEPY Empowering Youth supporters,

Since 2013, I have been volunteering as the Board Chair for PEPY Empowering Youth and I am so proud to be part of a team that develops Cambodia’s human resources for the future of our country. Through my service, I have seen many positive changes and impacts in PEPY’s students and communities. I have heard our beneficiaries talk about the differences PEPY’s work and support has made in their lives, especially by accessing higher education and pursuing their ambitions. These fascinating results make me completely appreciative of the PEPY team who always commit to the highest quality of their services and perform based on their core values. With the encouragement of PEPY team's work, many scholarship recipients have now become PEPY's employees and employees of other NGOs, and they all recognize and take ownership of their goals and dreams.

In the spring of 2019, I was involved in the external consultant’s visit to conduct an impact evaluation of PEPY’s programs. Through this experience, I have learnt many stories from young people who are beneficiaries of PEPY and I have heard various positive experiences from most of partners who are working with PEPY. Furthermore, I also listened to numerous stories from the parents of our students, while they shared with the external consultant, about the positive impact and changes that they have seen in their children in terms of their happiness and confidence. I felt so proud to be a part of an organization making these different stories happen in our country.

On behalf of Cambodians, the PEPY team, and the local board, I would like to express my thanks to those helping and supporting PEPY’s mission and vision. Without these generousities, PEPY cannot continue to run the programs to assist and service young Cambodians in obtaining the great opportunity to explore and experience new things, access education to increase their knowledge, get enough skills to build their potential, cope with life, and make their dreams come true.

Your tremendously kind hearts, contributions, and commitment to us make us know how much you deeply cared about and love PEPY and Cambodia. Moreover, you completely trust and value our works and integrities, allowing us to establish new directions, and keep progressing to invest in people. As a result, we are now in the process of expanding our targets areas to reach out to support more young people in the rural areas of Cambodia.

Please accept our sincerest gratitude for your hand in making this happen and your engagement. With all of your support and contributions, we can continue in our mission and to benefit our communities to make a difference in Cambodia.

Sincerely,

Khouth Sochampawatd
-Board Chair, PEPY Empowering Youth
Dear PEPY Empowering Youth friends and supporters,

2019 has been another great year at PEPY as our team members have worked very hard to support youths in and from the remote areas of Cambodia to give them access to opportunities that will help them reach their dreams in the future.

One of our core values is to keep learning. Implementing this value, the board members hired an external and independent consultant in March, to conduct the impact evaluation on all PEPY programs. We were very honored to learn that the services we provide to the community have made great impacts on not only those who receive benefits directly from PEPY, but also secondary beneficiaries like our students’ parents and their communities. More importantly, the result of the evaluation confirmed that our project interventions are holistic in their approach to support community youths.

Another achievement we made this year was developing a 3-year strategic plan for 2020 - 2022 in June of 2019. All our staff and some board members reflected on the results of the impact evaluation to see which recommendations could be implemented. We also analyzed the current issues in our communities, predicted what could happen in our target areas, and how we as an organization can help to address issues that can potentially happen in the future. In addition, we conducted a SWOT analysis to ensure that we cover all potential angles. We all agreed that we will continue to run all of our current projects for the next 3 years. However, we will shift our models a bit by focusing on engaging government teachers more into our activities by working with them. We will face some challenges as this is a new venture, but we are committed to these changes as it will benefit our students and help ensure the high school projects’ sustainability.

We were also glad to organize our first staff retreat in 3 years! The main purpose of the event is to reflect on what we have done, and how we can make our organization more effective and efficient. We agreed on several things like improving our Monitoring and Evaluation System and reaching out to more students as a means to increase our income. Besides having serious exchanges, we had fun team strengthening activities to increase collaboration among team members.

Reflecting on our programs’ achievements this year, the Dream Management Project reached more than 500 students in 2 high schools, and we are planning to expand to 2 more high schools in the upcoming academic year. The Scholarship Project supported 30 students and in the upcoming year we will increase to 40, which is amazing!

PEPY has achieved a lot this year, but our accomplishments would not be possible without the wonderful support from our generous donors and partners like GoPhilanthropic, iHerb Charitable Foundation, Irish Aid in Vietnam, South-East Asia Foundation, Harvey Family Foundation, Child’s Dream, DPETNS, and other generous individuals and friends. We would like to give you a massive thank you for allowing us to be a change-maker agency that you wish to see continuing to make an impact in society.

Rith Sarakk
-Executive Director, PEPY Empowering Youth
In September of 2018, PEPY conducted meetings and workshops to plan and discuss the first official PEPY Alumni group to strengthen relationships between the current alumni and for supporting future generations. We hope that this leads to fundraising, mentorship, and additional community-based support.

The December Holiday Campaign raised over 21,000 USD to support PEPY’s Scholarship Project and Learning Center Program after our incredible supporter Harvey Family Foundation matched 10,000 USD of donations. Big Dream Cambodia, a local organization with multiple PEPY alumni, fundraised on behalf of PEPY and alumni students organized a cycling event that raised 225 USD. There was also the return of the Power of 10 Campaign in June! Last held in 2015, this campaign encouraged the PEPY community to share their dreams while encouraging supporters to donate $10 and spread the word to 10 additional potential donors. By the end of the campaign over $9,200 was raised!

In April, PEPY had a family party for Khmer New Year celebrations. This reunited current and former students, board members, and PEPY staff. It was a wonderful evening of celebrating PEPY’s work so far and where we hope to be in the future. Also, an external consultant was hired by the board to look at the impact PEPY’s programs are having in the community for both our direct and indirect beneficiaries. This was to help inform our future strategy plans and see areas where we can improve. We are pleased that the results indicated that our projects as designed are effective in their approaches and need minimal changes.
June marked the development of PEPY’s 3 Year Strategy plan that will shape the framework, goals, expectations, and developments of the organization for years to come. This effort was done with a consulting professional from Phnom Penh who assessed PEPY’s current assets and helped ensure that the plans are tangible and measured logically and clearly. The PEPY team determined that while all of the current programs would remain the same, the Scholarship Project and Dream Management Project should be expanded to more areas. The team also will consider running an English and Library project at the high school level if funding opportunities become available.

In June, Ruchi, a Learning Specialist from the United States joined the PEPY team for 6 weeks as a volunteer. During her stay, she worked with Learning Center students and staff individually to provide mental health support. By the time she left, several staff members were trained by her to continue counseling students in need, and the PEPY staff was given suggestions on self care and supporting each other. Her efforts have led to the development of a counseling center in the office to hold mediation and support sessions.

In late July, the PEPY team said farewell to Kaia, who served as our Communication & PR Manager for 1.5 years. During her time at PEPY, Kaia, among many other things, helped build new connections for the organization, had multiple successful fundraisers, and improved our social media outreach & website. She truly embodied PEPY’s values and beliefs and was an incredible team member. She will be greatly missed.

While Kaia was leaving, the team welcomed her successor, Kathryn, who recently finished her service as a Peace Corps Volunteer in Nepal. Kathryn brings years of experience in NGO and development work, and is excited to amplify and contribute to the success of PEPY’s projects.
Who We Are

PEPY Empowering Youth is a local nonprofit (NGO) focused on education and youth empowerment in rural, remote, and underserved areas of primarily Siem Reap Province. PEPY has developed several programs that work together to increase high school graduation, higher education enrollment, and ultimately skilled employment. Our main programs include our high school Dream Management Project, Scholarship for Higher Education Project, and the Learning Center Program—providing high school graduates in Siem Reap access to our English Learning Project, Information Communication Technology (ICT) Project, and Youth Empowerment Project.

What We Do

Our Dream Management Project operates in 2 high schools located over 60 km outside of Siem Reap. We teach a popular elective class that inspires and connects students to pursue higher education and skilled employment. We also showcase local job opportunities and required skills for the labor market, while providing access to scholarship opportunities from many sources, and providing lessons on capacity building.

In our Scholarship for Higher Education Project, we award higher education/vocational scholarships to dedicated but financially disadvantaged students that cover all their basic needs like living allowance, housing, and health care (mental and physical), and tuition for the learning institution of their choice.

Finally, we operate our Learning Center Program, for first year higher education and vocational students in Siem Reap designed to ensure that they are successful and prepared to enter the job market. The Learning Center is comprised of English, ICT (Information and Communications Technology), and soft skill classes, where students studying in Siem Reap have access to context-driven, critical-thinking-based instruction on areas that employers in Cambodia have noted to be the most important in potential employees, but are lacking in most public education settings. Learning Center students also have the opportunity to build their creativity and physical health through music, art, writing, yoga, and football classes.

Where We Do It

PEPY projects focus on intervention and support for Cambodian youth in rural and remote communities where education resources and investment are low. Based off of needs assessments that PEPY team conducts in communities and support we are able to obtain from our donors, our high school Dream Management Project and Scholarship for Higher Education Project currently operates in Kralanh and Srei Snam Districts which are both over 60 km outside of the city of Siem Reap. We also recruit Scholarship for Higher Education Project students from Kampong Leaeng and Baray Districts, located in Kampong Thom and Kampong Chnang Provinces, with the support of one of our partners, iHerb. Our Learning Center Program, which provides 1st year skills development for our up to 60 students a year (all of our 1st year scholarship students plus additional students who apply to attend the center), operates from our main office in the city of Siem Reap.
Siem Reap, despite being a major tourist hub in Cambodia, is one of the poorest provinces in the country; most families depend on agriculture for their livelihoods and wages are insufficient. Children are often needed to help their parents earn an income, and are frequently kept home from school. Additionally, pressure to make money for their families often leads to high numbers of high school dropouts who illegally migrate to Thailand, where wages for precarious jobs such as those in construction work are higher than in their own areas. In this process, youth are frequently exposed to high risks and exploitation, especially as they are usually undocumented.

More broadly, there is a lack of understanding in rural areas about the value of education; many parents and youth do not see the long-term benefits of education and instead focus on short-term gains through immediate income. Compared to national averages of school retention rates, educator-to-student ratios and high school graduation rates, Siem Reap is one of the lowest ranking provinces in terms of the quality of education. To address these issues, PEPY emphasizes the importance of increasing motivation to pursue education and empowering people to access it in rural areas. Our vision is young Cambodians having the capacity to pursue careers to improve the quality of their lives. Our mission is to allow skilled staff to work with young, dedicated Cambodians and connect them to the skills, opportunities, and inspirations needed to reach their potential. Our key goal is to increase the percentage of high school graduates in our target areas accessing skilled employment.

Why we do it

We believe that the sustainable changes we want to see in the world are only possible if we invest time and resources in people. The inequalities that disadvantaged students in Cambodia face do not simply involve financial issues; they also involve social experiences, lack of accessibility to educational and health services, and family/community attitudes towards education (including gender expectations!). As a result, lasting improvement to our students’ quality of life requires more than just provision of living costs and school fees. By taking the time to learn about their interests, contexts, and experiences, PEPY ensures that they are receiving holistic, targeted capacity-building opportunities that also build their confidence, interpersonal and time management skills, creativity, and motivation to learn and grow. PEPY Empowering Youth has learned through mistakes and incremental successes that investing time in a team of passionate, engaged leaders keeps all of us on the path to reaching our vision. Our entire team is based in Cambodia, where decisions are made on the ground so that Cambodian leadership can drive sustainable, relevant program development. To date we have provided a total of 147 scholarships to students to attend university or vocational school, over 250 students have benefited from English, ICT and Youth Empowerment classes in the Learning Center, and over 2500 students have received encouragement in our Dream Management Project.
Our Programs

During 2018-2019, the Dream Management, Scholarship, and Learning Center programs continued to transform the lives of young people in Kralanh and Srei Snam Districts. The following pages contain more detailed information about these programs.
Many of the students we work with have only been exposed to a small range of possible futures. We believe it’s important for young people to be able to explore a multitude of opportunities, dream big, and see how they can make their dreams a reality. In Dream Class, 10th-12th graders in our target high schools are provided 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 along with current and former PEPY students present to our students, giving them exposure to different ideas and aspirations, and students are also made aware of various scholarship opportunities through our officers.

2018-19 Highlights

- 523 (306 female!) students from Kralanh and Srei Snam high schools were registered in Dream Class this year. 69 more students have enrolled this year as compared to last year, and, historically, the enrollment number has steadily increased. Initial enrollment was mostly from former Dream students in Grades 11-12 and Grade 10 enrollment was low. After Dream staff shifted their focus to introducing Dream Class to Grade 10 during the first quarter, there was a surge in enrollment during the second quarter.
- Dream Officers provided 48 topic sessions this year including: goal setting, human rights, environmental sustainability, leadership, financial literacy, social media management, and health/wellness. The team had mentoring sessions with 195 students and visited 37 students’ homes to encourage families to be involved in education. 19 academic, professional, and personal development speakers spoke at the schools’ Dream Talks, while PEPY alumni and scholarship students encouraged students during the project’s 3 major sharing sessions. Each school had a Study Tour to a Siem Reap higher education and vocational institution with 80% of Dream students and 8 teachers attending. Lastly, Kralanh hosted a Skills Fair with 19 universities, organizations, and local businesses in attendance to provide learning/career opportunities to students. There were about 500 participants including Grade 10 to 12 students, teachers, and the District of Education.
- In Kralanh, a small library was established for students causing a drastic readership increase of 150% from last year, with 118 students reading daily from grades 7-12. In both schools, 3 computers were installed for students to improve their basic computer skills before graduation. Within 2 days of their installation, 27 students had accessed the computer to practice their typing. A training group from Edemy team helped enhance students technology skills through a tech based learning Tesdopi application for high school students to access Math, Chemistry, and Biology subjects through their smartphone. Students reported that the introduced program was
very helpful for continuing their studies outside of the classroom.

- This year, there were multiple exchanges with teachers and student groups that led to positive and collaborative discussions. These include Concord River Institute Exchange, Where There Be Dragons, and the Irish Teacher’s Exchange.

- Over 8 scholarship opportunities were introduced to the students, including ones from government, university, vocational schools, and other NGOs. There were over 700 applications that went out this year, with 126 students applying for PEPY’s scholarship.

**Challenges and lessons learnt**

- While Dream Classes is an elective course, we had challenges with the overall retention rates and attendance of students in Srei Snam. Kralanh’s drop-out rate was 24% overall (counting Grade 12 students that often have to drop out in preparation for exams). Srei Snam increased from last year to 49%. This is due to the school’s changing schedule which made it difficult for students to attend Dream Class. In Kralanh, the overall attendance rate improved from last year’s 70% to 85% while Srei Snam 77% dropped to 67% this year. Next year, our focus will be on scheduling, drafting school agreements, coordinating plans, and trying to get Dream schedule in the school government schedule.

- Home visits are key to ensuring that our most at risk students will have the opportunity and support to stay in the Dream Class. However, poor road infrastructure and tight scheduling led to staff not being able to do as many home visits as they feel are needed. Next year’s schedule is planned to have more space around visitations and for staff to plan community based events that will incorporate more family participation.

- In Srei Snam, our staff noted issues with Dream Classes since there is not a dedicated space for the project to operate. In the future, PEPY will work with the school to ensure that there is a set location for Dream Classes that can be decorated and set up earlier.
Scholarship for Higher Education Project

PEPY supports students from rural/remote communities that are committed to continuing their studies past high school graduation, but have very limited financial resources to do so. We provide scholarships to students from Kralanh District and Srei Snam District in Siem Reap Province, and Kampong Leaeng and Baray Districts, located in Kampong Thom and Kampong Chnang Province. Scholarships include 3 years of tuition for a university/vocational institution in Siem Reap, housing, a bicycle/helmet, use of a computer, living allowance, and access to healthcare. During their first year of studies, scholarship students also attend PEPY’s Learning Center in Siem Reap.

Scholarship students are selected based on: their commitment to learning and improving, their families commitment to their continued education, and their socio-economic background. These are evaluated by an impartial panel comprised of PEPY staff (or with iHerb partners when applicable) through an application, interview stage, and community visit where the student, school, family, and local officials are all involved. This process is rigorous, but it ensures that PEPY staff are selecting the students who show great dedication to continuing their studies while also being in great need of financial support.

2018-19 Highlights

- For the 2018-2019 academic year, 30 new scholarship students were selected. There were initially 240 applicants and the entire selection process lasted from July-September of 2018. There are 4 students from Triel High School, 3 from Kampong Leaeng High School, 7 from Kralanh High School and 5 from Srei Snam’s 28 Makara High School. Among the 30 students, 19 are female.
- Students participated in a 6-day Integration Day in late October to learn about Siem Reap, get to know each other, express their concerns about competing with urban students in schools, and make plans for the near future. Early on in the year, PEPY staff gave the students confidence assessment surveys that asked them which major they intended to study. Staff provided extra mentorship to the students that answered they are unclear of what they want. After touring schools, PEPY students primarily enrolled in Univ. of South East Asia for mostly IT and tourism, or Pannasastra University to study English. Other students selected vocational programs or Accounting at Vanda Institute.

Number of PEPY Scholarship Students Per Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2014</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2015</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>2017</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>2018</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>2019</td>
<td>11</td>
<td>19</td>
</tr>
</tbody>
</table>
Towards the end of their studies at the Learning Center, scholarship students participated in community payback projects in 6 groups. Each training had an average of 50 students attending, mostly in primary schools. Topics included ‘Value of Going to School’ or ‘Students, Environment, and Education.’ One group focused on environmentalism and goal setting. By the end of the projects, one team leader remarked he gained new found confidence in project planning, writing reports, and creating budgets.

2nd year scholarship students who graduated from the Learning Center in October of 2018, worked hard to obtain jobs this year. They have received positions in various industries including English teaching, teaching assistance, accounting, finance assistance, sales, and receptionist work. 4 scholarship students from earlier promotions were selected for government training schools. 1 scholarship student, Long Thysoeng, was selected to be a primary school teaching trainee. Thysoeng will attend the prestigious Provincial Teacher Training College for 2 years. 2 older scholarship students were accepted into nursing training in Battambang province, and 1 student recently passed a training to study to be in the army.

Challenges and lessons learnt

- With the influx of new scholarship students, there was not enough support for older students. In the future, our courses will cover CV and interview courses more extensively. We will also make sure students apply for jobs more quickly. Several former students were unemployed well into the 2nd academic quarter.

- Fewer students applied for a PEPY scholarship compared to last year with a decrease of 61 applicants. Some reasons are that many students reported their plan to try to study in Phnom Penh while the number of different scholarship opportunities we connect students to has also increased. These trends will be closely evaluated to consider the need for PEPY scholarships at Kralanh and Srei Snam.
Introducing the 2018-2019 Scholarship Students

Meach Phearom, Phoeuy Pha, Sat Kolabphana, Pheap Sophit, Roeut Channra, Hip Reaksmeay, El Kea, Nit Smaly, Leb Posy, Choeng Sokvouen, Hul Sophim, Sort Som, Chhoan Ka, Loeur Laoh, Seam Saron, Nguon Sarim, Ou Ten, Mean Savy, Surt Phenhchet, Ly Lada, Lorn Srey Pin, Long Theyseung, Him Reaksa, Chhoeunh Sipou, Ri Sreyneav, Sieng Chanry, Chhet Chantho, Hoeur Chantoeut, Seam Srerey, Sorn Sivechinh
Scholarships alone are not enough to ensure that students are comprehensively prepared for the labor market, international interactions, and life in general, and graduation from tertiary education does not necessarily lead to securing a job. In 2017, the National Employment Agency in Cambodia conducted a survey with businesses in Siem Reap to identify issues within the labor market; they found that there were chronic skills shortages in high school and university graduates, namely: soft skills such as leadership, interpersonal communication, and critical thinking, problem-solving, and conflict resolution skills; linguistic abilities, namely in English; and Information Technology capacities. Our goal, in response to these skill gaps, is to support our students in gaining the capacity and knowledge that prepare them for skilled employment.

Our Learning Center classes go beyond their lessons at universities and vocational schools. While all of our Scholarship students attend these classes, the center is also open to non-Scholarship students who are studying in Siem Reap and demonstrate a need for capacity building. The PEPY Empowering Youth Learning Center provides students with three classes to enhance their employability. These include:

**English:** Our English classes supplement students’ university English classes by going beyond the textbook curriculum to provide practical linguistic skills, such as critical thinking and student-centered strategies to increase motivation.

**Information Communication Technology (ICT):** Media communications and technology are increasingly important in securing jobs. Students learn industry standard software applications, including Microsoft Office, graphic design, and online communications, in preparation for future employment.

**Youth Empowerment (YE):** These classes aim to build confidence and skills in interpersonal communication, leadership, problem-solving, project management, and critical thinking. Students are also taught CV and cover letter writing, and interview technique workshops to help prepare students for their own career path. Additionally, they engage in discussions about world issues and the international community, especially the UN Sustainable Development Goals.

---

Through the generosity of donors, the ICT lab was outfitted with 20 new computers and 10 desks. Not only is the classroom cooler, saving PEPY on electricity expenses, staff are now able to better manage their time with much less computer repairs, the class functions more smoothly with computers at the same operating speed, and students take pride in working on new computers for the first time. This allowed us to outfit our high school project sites with the older computers for typing and basic computer skills development!

The first year scholarship students, along with 30 non-scholarship students, started their ICT classes in November of 2018. The students were separated into 3 classes of 20, where they learned typing, Microsoft Office Suite, email, online research, Google Drive (Docs, Sheets, etc.), Photoshop, and Sony Vegas (video editing software). The students were exceptionally fast in several areas and improved their typing words per minute by 50-85% in just the second quarter. In addition, 100% of students passed the Microsoft Word exam, averaging a score of 71%. Our ICT Teacher, reported that students learned Microsoft Excel even faster than expected, and hopes to shorten the lesson in the future to introduce even more applications during the academic year. 79% of students passed the Excel exam and the 9 students who failed, passed their retake. Photoshop’s advertisement and photo editing introduction was popular with students as they got creative designing fun business posters. Only 1 student received below 50% on the Photoshop take home evaluation.

Challenges and lessons learnt:
There were several factors that impacted students’ commitment and interest in ICT classes this year. A few scholarship students will have an inherent lack of interest in ICT, while being required to attend the course as a PEPY scholarship student. Although it is not their main interest, they are encouraged to appreciate how important basic ICT knowledge is for a wealth of career paths. Several power outages affected student’s ability to focus as the room reached high temperatures, and as students increased their schedules, some suffered from fatigue in the class. Some just struggled to understand some of the lesson plan content. In order to compensate for these issues, the ICT teacher had to dedicate extra time to work individually with students or in small groups to support and motivate them to succeed in the course.
Learning Center Program

English Learning Project (ELP)

The 2018-2019 English class started with 30 scholarship students and 33 non-scholarship students that were separated into 3 classes based on their pre exam scores (Lion-highest, Elephant-middle, and Eagle-lowest). The students’ English lessons were comprehensive, incorporating grammar structures, speaking, reading, and writing. Outside of the Youth Empowerment Project’s library class, students were generally tasked with reading for the last 15 minutes of English class. By the second quarter of this year, students had already read 20 books!

Students studied many topics like travel, English songs, flash cards, expressing emotions, sentence structure development, etc. Besides leadership and group activities, students even filmed themselves to observe their English speaking and analyze where to improve their pronunciation. One standout activity, called ‘Myself’ had students stare their story and their families and had to respond to peer and teacher questions. Through this activity, the teacher learned so much about the students and realized how far they have advanced their language skills with very creative questions. At the end of the year, students gave presentations incorporating Powerpoint slideshows and their online research on a country demonstrating their English, public speaking, and research. Also, several international groups visited the Learning Center in the Youth Empowerment Project helping students improve their English speaking and vocabulary through conversation. By the post exam, students improved their English language by 29% compared to their pre exam scores. For scholarship students, the attendance rate was consistently near 100%, and for the non-scholarship students the attendance rate dropped to 86% during the third quarter due to major holiday travels, but was otherwise above 90% throughout the year.

Challenges and lessons learnt:

The English Teacher still struggles to motivate students who are placed in the lower level classes. While this benefits their learning process overall, when some students test out of the lower class, the remaining students may feel like they are not doing well. The English teacher will put a great emphasis on extra classes and mentoring sessions with the students and encourage them to work hard in order to test into a higher level.

There were also many absences due to health issues, primarily dengue fever, during the rainy season that impacted the English teacher’s ability to give key lessons. This resulted in the English teacher having to work overtime to support students missing multiple classes.
Youth Empowerment students received 17 soft skill sessions (goal setting, problem solving, critical thinking, etc.), 3 outside trainers, 18 library topics (classroom preparation, public speaking, presentations, note taking skills, etc.), 8 company visits (APOPO, Fauna in Focus, Memoire Hotel, etc.), university and vocational institution field trips (Paul Dubrule school, University of South-East Asia, etc.), several key workshops, and 67 new books! Students also attended yoga sessions at AZAHAR regularly, went to dancing classes, played soccer, climbing a rock wall, and went to PEPY’s high school project sites to motivate younger students. 2 students went to Pure Dream Center and 2 students spoke at Impact HUB Siem Reap event at Footprint Cafes to improve public speaking skills and confidence.

At the beginning of the year, the students’ confidence and reading tests were lower than last year’s students, with only 17% of students stating that they were clear of what they want, and 37% stating they have difficulty talking to strangers. By the end of the second quarter, huge increases in confidence were observed by the teacher, especially through the public speaking contest. By the end of the year, students were following through with their personal goals, were presenting projects in English, and feeling excited about seeking jobs that allowed them to interact with new people like future customers and team mates.

Challenges and lessons learnt:
With limited staff, the Youth Empowerment Officer had to play a large role in scholarship recruitment during the last few months of Youth Empowerment classes. This impacted Youth Empowerment’s October 2018 graduating class as they use the final classes for cover letter and CV development and review. All edits were done by the English Teacher so their results were delayed. This affected the English Teacher and their ability to develop coursework for her class. In the future, staff should be expanded to prevent this issue from happening again. Also CVs, interview training, and cover letters will be addressed more thoroughly early on.

One challenge the Youth Empowerment Officer faced was maintaining the energy of the students in Library Class. Next year, a more adaptable curriculum should be developed to better acknowledge the different learning needs and comfort levels of students.

Exchange students from TASSIS partnered with 13 students for a learning exchange. “This is Ours’ Workshop, run by the organization E2, tasked our students with writing, photography, and self expression to produce an environmental book, while Writing Through’s Workshop, taught students confidence and self expression through poetry writing, and we collaborated with Irish Teachers during their exchange. A Reproductive Health Workshop by RHAC and a First Aid training, taught students how to take care of themselves and others bodies, and gave students space to ask questions to a professional.

Learning Center Program
Youth Empowerment (YE) Project
International Experiences:
Exchange Programs & Activities

PEPY in Ireland

This year’s Cambodia to Ireland Exchange, made possible by the Irish National Teacher’s Organization (INTO), was an invaluable opportunity for participants from both countries to gain cultural awareness, learn from different perspectives and approaches, and build upon and create relationships across borders. 2 PEPY staff members, Dena By and Konnitha Sien, and 2 PEPY Scholarship students from 2017, Ousa Dung and Sotheareak Heang, represented Cambodia this year. During their stay, they visited the DPETNS school and Donabate Community College (DCC) and saw Ireland’s education system firsthand. Our group was given time to present about Cambodian culture with the students with topics like Khmer household, animals, and daily routines. They also had opportunities to teach their Irish families about Cambodian culture and experience Irish culture during their homestays.

Reflecting on his experience Sotheareak said, “After having traveled to Ireland, many things have changed in my life. I have realized that travelling is important to learn and get new experiences. And my family, relatives, villagers, teachers, and friends are so proud of me. I feel even more confident to talk with people in English. I also realized how rich Cambodia is in its culture. Overall, I think this exchange is so important for the Cambodia Ireland Partnership because we both can learn from each other.”

Impactful Workshops

American trainers from E2’s (Education and Environment) Workshop ‘This is Ours’ gave students the opportunity to reflect on their local environment and resources through digital storytelling. By working as teams in photography, poetry, and writing, the students crafted a book that will share their story of Cambodia’s natural environments and why they are valuable to the students. The project gave them a great opportunity to develop their writing skills and the confidence to pursue photography and presentation projects in the future. Similarly, Writing Through provided a workshop to our students twice this year that allowed them to develop creative thinking skills while expressing themselves through poetry.

Jess Scutella, an American tattoo artist, held a meaningful art workshop in March that helped students understand the connections between art and stress relief. The students were very engaged in this session and wanted to learn as much as they could about drawing techniques.
**Irish Teachers Exchange**

During 3 weeks in July-August of 2019, Learning Center students and staff participated in the Irish Teachers Exchange. After PEPY's enriching visit to Ireland, 3 Irish teachers collaborated with staff to provide English and cultural lessons to our students. While the Irish teachers are in Cambodia, they get to gain an in depth understanding of Cambodia’s current education system, while also learning about the country’s culture both inside the classroom from our students and on tours planned by our staff. PEPY staff benefit from the expertise of the Irish Teachers and our students are able to learn so much about Irish culture in the process.

---

**Overview: Student Exchange Programs**

This year, a multitude of international students and educators have visited and engaged with PEPY’s Learning Center students with the support of university programs, college programs, and exchange programs. These exchanges allow our students to build their teamwork, communication, and confidence skills, all while having fun sharing their culture and stories with new found friends from across the globe. International students have the great opportunity to hear about life in rural Cambodia from someone their age and ask questions one on one. Through Where There Be Dragons, Ayana Journeys, and The American School in Switzerland (TASIS), the majority of our school exchange connections are made possible, and we are extremely grateful for our partnerships with them.
Students’ Corner

My name is Sotheareak Heang and I am 20 years old. I was a PEPY Scholarship recipient in 2017 and I am studying International Relations at Pannasastra University. Although I was born in Tbong Khmom, a place about 400 km from Siem Reap, I moved to Kralanh District, Siem Reap Province in 2014. When I was in Grade 10, I joined PEPY’s Dream Class after listening to PEPY staff tell us why our dreams are important, and how we can be successful through developing soft skills and life skills in the Dream Class.

I really enjoyed Dream Classes because they were very different from the other classes in the public school. The class was actually fun and related to life skills that I actually needed, like how to apply for scholarships to prepare me for my future. With PEPY’s help, I was able to apply for several scholarships, but it was my dream to receive the PEPY scholarship since meeting PEPY students from older generations when they visited our high school to speak with us. I saw how proud and successful they were and I wanted to be like them.

Since March of 2019, I have been working for Free to Shine first as an Education Officer and now as a Communications Assistant. Free to Shine is an organization dedicated to end sex trafficking. I love that my organization believes in preventing trafficking by encouraging girls to stay in school because I know that education can change a girl’s life. In my role, I get to share the stories of the girls at Free to Shine who may start off at risk, but are able to overcome their obstacles. Free to Shine currently employs 5 PEPY alumni! In addition, I am involved with Youth of Cambodia, an organization run by PEPY alumni that give Dream Talks to inspire and motivate Cambodian youth. We invite professionals from many career backgrounds to talk to students in PEPY and other NGOs.

- Sotheareak Heang

My name is Sothearith Pouch and I am from Srei Snom District. I received a PEPY scholarship in 2016. I knew I wanted a PEPY scholarship because I believed it could help me with my studies at university. When they called me and told me I was selected, it felt amazing. Only 4 students received a scholarship from PEPY that year and it changed my life.

It allowed me to go to Pannasastra University and study International Relations. During my first year of study, I also attended PEPY’s Learning Center. The Learning Center gave me skills in English, soft skills, and computer programs. It helped me to make changes in my community during our Community Payback projects. This inspired me to keep giving back, and I continue to join in projects that support rural communities. After graduating the Learning Center in 2017, I have done tree planting with Youth of Cambodia for families to be able to have access to wood. I also joined PEPY sharing events so that I can speak and motivate high school students to continue their studies.

My hope for my community and communities like mine are that all the children are able to receive an education. Today, I work as an English Teacher for Salin Kampuchea Learning Center, which is an NGO outside of the city. I like sharing my experiences and stories with my students and enjoy my work. One day, I would like to follow my passion of becoming an entrepreneur to have a tourism business while also having my own NGO school.

To future PEPY students, with PEPY you will learn so many things and you will improve your English, computer, and soft skills, so that you will know how to work and adapt in many places. To the PEPY community, PEPY provides so many things to youth and they can change someone with low education to higher education by motivating the youth a lot.

- Sothearith Pouch
My name is Sokminea Sok and I am from Kampong Chhnang. I received the PEPY scholarship in 2018 and I study Accounting at Vanda Institute. I was so happy to receive the scholarship because it was my dream to continue my studies, but without PEPY’s support I would not have the money. Before studying at PEPY’s Learning Center, I did not have any experience with a computer. PEPY helped me with my computer skills, soft skills, and library class helped me learn a lot.

I work at Angkor Standard Polyclinic as an Accountant since January 2019 and I really enjoy my job. Since I study accounting, I wanted to work in a company where I could develop my skills. I also really loved being at PEPY. In the future, I want to work for PEPY one day or work in an NGO. I want to give back to PEPY since they have given so much to me.

- Sokminea Sok

My name is Chantoeu Hoeu and I am from Srei Snam District. I received the PEPY scholarship in 2016, before there were Dream Classes in 28 Makara High School. I remember that I was very interested in the PEPY scholarship because it gave me the opportunity to go to any school I wanted. When I received the scholarship, I was so happy because my dream to study in a university was coming true. Without PEPY, my family would have had no way to support me getting a higher education.

Now I study accounting at Vanda Institute and will complete my studies in December of 2019. Accounting was always a really enjoyable subject for me and I believe studying this field will lead to a lot of opportunities for me. PEPY’s Learning Center really helped me prepare for my career. The Youth Empowerment class gave me a lot of confidence and taught me to take pride in myself, to self-evaluate, and improve. The English and ICT classes made my computer work in accounting easy and helped me to speak confidently around foreigners. I have been working in See Beyond Borders since August of 2018, first as an intern and then I was promoted to Admin and Finance Assistant. I love working there because my office work directly relates to my studies.

Although I cannot visit a lot, PEPY is my second family. I would like to say thank you to PEPY because it changed my life.

- Chantoeu Hoeu

I am Roth Phan from Kampong Thom and I received the PEPY scholarship in 2017. Now I study tourism at the University of Southeast Asia, and I have worked at Monthara Angkor Resident Hotel as a Receptionist since December of 2018. I love my job as a Receptionist because when customers come to check-in, I get to know them and it helps me practice my English communication and listening skills.

Before becoming a PEPY student, I did not have the confidence or motivation to make friends, speak in public, or have any goals. My mom and dad did not believe in my education. In primary school, I went to live with my grandparents who supported me and my studies. When I learned that I was selected for the PEPY scholarship I was so excited but I was not able to communicate in English or do work on a computer. The PEPY Learning Center helped me to speak English and build my confidence. In our classes, we would be given a topic and give presentations in front of the class a lot. I learned how to prepare a slide show to share a topic with a group. I never imagined that I could talk in front of a big group speaking in English and using PowerPoint Presentations. Without PEPY, I would be too afraid to do this. Moreover, the experience helped teach me how to make relationships with new friends.

A student who is lacking in skills and is not able to get support from their family must apply for a PEPY scholarship. You learn so much from PEPY, like hard and soft skills. PEPY is great, PEPY is wonderful. PEPY always helps youth in Cambodia that do not have money to study in university and PEPY can help you build your future and encourage your studies.

- Roth Phan
## Sharing PEPY’s Stories and News

<table>
<thead>
<tr>
<th>Social Media</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Fans</td>
<td>5,514</td>
<td>6,062</td>
<td>9,703</td>
</tr>
<tr>
<td>Twitter Followers</td>
<td>1,454</td>
<td>2,809</td>
<td>2,809</td>
</tr>
<tr>
<td>Instagram</td>
<td>169</td>
<td>258</td>
<td>655</td>
</tr>
<tr>
<td>Video Views on YouTube</td>
<td>3405*</td>
<td>6,689</td>
<td>5,646</td>
</tr>
<tr>
<td># of Videos on YouTube</td>
<td>23</td>
<td>73</td>
<td>127</td>
</tr>
<tr>
<td># of newsletter subscribers</td>
<td>4,340</td>
<td>4,159</td>
<td>4110</td>
</tr>
<tr>
<td>Website visits</td>
<td>31,279</td>
<td>22,848</td>
<td>14,233</td>
</tr>
</tbody>
</table>

*Previous Annual Reports recorded Video Views on YouTube to be 2,206 in 2017 but this was an error*
# 2018-2019 Financial Overview

## 2019 Financial Information

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Individual Donors</td>
<td>85</td>
<td>63</td>
<td>105</td>
</tr>
<tr>
<td>Median Donation Amount</td>
<td>$100</td>
<td>$100</td>
<td>$20</td>
</tr>
</tbody>
</table>

## Income (US$)

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted (Grants, Donors Requests)</td>
<td>$87,507</td>
<td>$133,067</td>
<td>$206,326</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>$32,667</td>
<td>$43,229</td>
<td>$77,626</td>
</tr>
<tr>
<td>Other Income (investments)</td>
<td>$12,389</td>
<td>$10,389</td>
<td>$11,240</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$132,563</strong></td>
<td><strong>$186,685</strong></td>
<td><strong>$295,193</strong></td>
</tr>
</tbody>
</table>

## Expenses (US$)

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Capacity Building</td>
<td>$1,620</td>
<td>$788</td>
<td>$3,209</td>
</tr>
<tr>
<td>Community Student Outreach Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dream Management Project</td>
<td>$14,125</td>
<td>$27,026</td>
<td>$26,557</td>
</tr>
<tr>
<td>Scholarship Project</td>
<td>$60,323</td>
<td>$81,169</td>
<td>$99,607</td>
</tr>
<tr>
<td>Learning Center Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learning Project</td>
<td>$18,602</td>
<td>$15,069</td>
<td>$15,428</td>
</tr>
<tr>
<td>Information Communication Technology (ICT)</td>
<td>$13,835</td>
<td>$16,390</td>
<td>$39,893</td>
</tr>
<tr>
<td>Youth Empowerment (YE) Project</td>
<td>$13,046</td>
<td>$14,787</td>
<td>$16,929</td>
</tr>
<tr>
<td>Management and General</td>
<td>$13,377</td>
<td>$21,407</td>
<td>$27,208</td>
</tr>
<tr>
<td>Communications and Fundraising</td>
<td>$13,134</td>
<td>$18,981</td>
<td>$25,089</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$148,062</strong></td>
<td><strong>$203,771</strong></td>
<td><strong>$253,920</strong></td>
</tr>
<tr>
<td><strong>Excess of Income over Expenditures</strong></td>
<td><strong>$ (15,499)</strong></td>
<td><strong>$ (17,086)</strong></td>
<td><strong>$ 41,273</strong></td>
</tr>
</tbody>
</table>
Get to Know Us!

Board Members

Ms. Khouth Sochampawatd has been a board member at PEPY Empowering Youth since 2013. She studied English at Pannasastra University of Cambodia and ended with a Bachelor's degree of TESOL. She is a founder of Tuksanak (a training center and consultancy service) and she is a professional training development consultant for Cambodian Living Arts organization. She has over 10 years of experience working in the career training and education sector. She has been involved in making a difference for many communities such as in Prey Veng and Siem Reap Province throughout her Education Volunteer service and she now continues volunteering as the Board of Director at PE PY Empowering Youth in Siem Reap Province. Moreover, she strongly believe that education can change standard of living and improve the treasure of values for each person.

Sarah is originally from the UK, but has been living in Siem Reap for 9 years. Before arriving in Cambodia she studied languages and literature at university, and then began her career in education. Sarah's first job in Siem Reap was working with PE PY Tours, PE PY Empowering Youth's sister social enterprise, and has remained a passionate believer and supporter of PE PY's work ever since. During her time in Cambodia, Sarah has nurtured a passion for ethical learning journeys, and in 2014 she co-founded Ayana Journeys, a specialist travel company offering responsible, educational adventures primarily to young travellers. Through this work, Sarah has been able to connect numerous visiting school and university groups with PE PY, creating cross-cultural learning opportunities for young people and funding support for PE PY.

Sokha Sam has been a board member at PE PY since February 2018. She studied at Build Bright University and completed her Masters degree in Business in 2013. Sokha has experience working in the hotel industry for 10 years and the real estate industry for 1 year. She has operated as an Investor and Agent Advisor at Eco Land since early 2018. Sokha wanted to become a PE PY board member because she wants to support her community in providing opportunities for social development. She believes that her background and skill sets are a positive contribution to PE PY's board and will help PE PY to succeed in reaching rural students. Sokha strongly feels that education is very important for the youth of Cambodia and that they can reach a better standard of living through getting opportunities in their studies. She is happy to be a part of an organization working for students to improve themselves, their families, and their country.

New board member, Mr. Chum Lout, has worked with different international NGOs for 9 years. He completed his Bachelor's degree of English Major in Chiang Mai Thailand, and has been trained on Project Management, design, and Monitoring and Evaluation, with some short courses on new educational pedagogies for moral education. Lout previously worked for PE PY in 2010 on an older Community Development Program before the organization transitioned to its current model. He now works with Kampuchean Action to Promote Education in Cambodia (KAPE) by facilitating New Generation School Program within public schools (the reforming Program of Cambodian Ministry of Education of Cambodia). Lout is thankful to PE PY donors, board members, supporters, and friends who help the young Cambodian generation to have a future job and better living standard. He hopes to see students continue their skills development in English, ICT, and soft skills in the Learning Center while they attend their higher education studies.
Meet our Team!

Management Staff

Sarakk Rith – Executive Director

Sarakk is passionate about improving the quality of education in Cambodia, especially giving young people the opportunity to grow their potential. When he was young, he faced a lot of challenges in getting an education, so he wants to make sure that other students don’t face the same situation as he did. Sarakk has been involved with a wide array of trainings, educational initiatives, and conferences throughout Cambodia, the USA, Ireland, Vietnam, and Laos. For example, from April-May of this year he was selected for the Young Southeast Asians Leaders Initiative (YSEALI) program in the United States for a 5 week professional development fellowship. Sarakk finished his Master’s Degree in Business Administration from the Build Bright University in early 2016.

Manin Oem – ICT Coordinator

Manin was born in Kandal province. After graduating with a bachelor’s in Computer Science in 2008, he worked 4 years in Phnom Penh as an IT worker. He joined PEPY in November 2012 where he uses his IT skills to support the Communications Department and facilitate ICT lessons to PEPY Scholarship students with his knowledge about computers. He is proud to help younger generations to improve their technological capacities and help them get skilled jobs. Manin is currently studying for a Master’s degree in General Management at the University of South East-Asia.

Konnitha Sien – Finance and Admin Manager

Konnitha is originally from Phnom Penh but moved to Siem Reap in 2005. She graduated with a Bachelors degree in Finance and Banking at University of Southeast Asia in Siem Reap Province. Currently, she is pursuing a Master’s degree in Accounting and has taken several courses on being a tax agent in Phnom Penh in 2017. She has been working with PEPY Empowering Youth for over 8 years in the Finance and Accounting Department and 4 years in the Administration Department, and is part of PEPY’s Management Team. She ensures that resources are effectively and efficiently used to achieve organizational goals and objectives and financial transparency of programs.

Kimsru Duth – Program Manager

Kimsru has been working with PEPY for 5 years. Kimsru feels very lucky to work with a very passionate team to empower young Cambodians and inspire them to dream big and become role models in their communities. While inspiring students to work hard for higher education, Kimsru never forgets her own goal of completing a graduate degree in her own field of interest. Through access to better quality of education, young Cambodians will have better quality of lives. Kimsru received a Bachelor of Arts in Philosophy, Politics and Economics at the Asian University for Women (Bangladesh), and her master’s in International Development, Environment and Conflict from Dublin City University in Ireland.

Kathryn McDaniel – Partnerships & Development Officer

Kathryn joined PEPY in July of 2019 with a background in project planning & management and proposal writing through her previous roles. Most recently, Kathryn served as Peace Corps Food Security Volunteer in Nepal from 2017-2019 where she operated as the Small Grants Committee Chairman overseeing and monitoring all of the volunteers’ proposals in the country. After managing an NGO chapter in the United States and developing projects in Nepal, Kathryn is excited to learn from PEPY’s model, identify sustainable financial opportunities for PEPY, and use her experience to empower PEPY alumni and staff to be involved in PEPY’s fundraising efforts and communications.

Office Staff

Channa Kev – Scholarship Project Coordinator

Channa, a former PEPY scholarship student, majored in Tourism and Hospitality Management at Build Bright University, Siem Reap. In 2015, he was given his first job at PEPY. 26-year-old Channa has had over 2 years of experience working at PEPY Empowering Youth first as a Scholarship Project Officer and then was promoted to Scholarship Project Coordinator in 2018. His responsibilities are to select scholarship students, register them to study at universities or vocational training programs, and monitor and support scholars to live in a safe environment; he also provides soft-skill classes at PEPY’s Learning Center. Channa is currently pursuing a master’s degree of education in Pannasastra University and his dream is to see his community grow.

Sokpheaktra Thy – Accounting and Admin Officer

Sokpheaktra’s parents are farmers,
and they are from Kralanh. They have worked hard to earn money to support their children. Sokpheaktra received a scholarship from PEPY in 2013 to study Accounting at Vanda Institute, Siem Reap. She graduated with her Bachelor’s Degree in 2016, but continues to study. In 2019, she participated in 2 training courses, a finance forum with Cooperation Committee for Cambodia focused on taxation and work laws, and one with VBNK focused on financial management for finance staff in an organization. Sokpheaktra believes that she can contribute indirectly to her community through her support of PEPY’s project team. Sokpheaktra says “I’d like to give a million thanks to myself, my parents, relatives, PEPY, and friends who have supported me. I wouldn’t be here without everyone’s support.”

Kim Ann Klang – Youth Empowerment Project Officer

Kim Ann is from a farming family in Kralanh, Siem Reap province. She is the youngest child and is the only child who was able to pursue higher education. Kim Ann, a PEPY scholar, graduated with a Bachelor’s degree in Tourism Management at Build Bright University in 2018. She applied for the Scholarship Project Assistant position with PEPY and was later promoted to the Youth Empowerment Project Officer in October 2018. Kim Ann completed her 1-year training course in the Youth and Leadership Development Program with Possibilities World School in 2018. Kim Ann says “working in my position allowed me to improve my confidence in making decisions, to be more independent and to learn from all the inspiration stories from the student.”

Chhunnay Bin – ICT Teacher

Chhunnay is a PEPY scholarship student studying law at the University of South-East Asia. He finished his first year studies at PEPY’s Learning Center in 2017. He became a member of PEPY’s staff as an ICT Assistant and was then promoted to be PEPY’s ICT Teacher. In his role, ICT students in PEPY’s Learning Center are given the basics of computer and technology subjects like Photoshop, Microsoft Officer, web development, and social media management. Chhunnay also recently joined the ICT Forum with Cooperation Committee for Cambodia (CCC) in Phnom Penh twice (for website development, and for Social Media Security). Chhunnay hopes to see his community increases its educational and technological capacities in the future.

Soury Phonn – English Teacher

Soury was a former scholarship student of PEPY Empowering Youth Organization in 2014. She began to work as PEPY’s English teacher 1 year after she graduated from the Learning Center in 2015. She studies at Pannasastra University of Cambodia, with a major in TESOL (Teaching English to Speakers of Other Languages). Soury just completed the 2018-2019 Interactive Teacher Training Siem Reap by Hands Across the World Organization. This allowed her to learn important skills and techniques to apply to her teaching. She says “Being a changemaker is one of my passions to make my society better and create a friendly environment to live, learn, and share. I am very enthusiastic to work with young Cambodian people especially if they are from a rural area in order to make sure that they can get enough opportunity, skill, and inspiration. I always believe that a small positive impact will make the big change of the people’s life”.

Sokhum Khik – Cleaner

Sokhum lives in a village about 5 Km from Siem Reap town with 5 other family members. Due to the war in Cambodia, she only studied until grade 3. However, she can read and write in Khmer very well. She was married at the age of 30 and has two sons and one daughter, ages 2, 11, and 19. She and her husband are working hard to financially support their children. She says that, “Only education can help my children have bright futures.” She has been working as PEPY’s cleaner since 2014. She feels so of our young Cambodian students who are in PEPY’s programs and strongly believes that they will develop to be quality resources and role models for the next generation in their communities.

Field Staff

Savoeng Skut – Dream Management Project Coordinator

Savoeng is one of PEPY’s former scholarship students. As PEPY’s Dream Management Project Coordinator, Savoeng’s responsibilities include Dream Management planning and provision in Kralanh High School, Kralanh District, and also supporting the new Dream Project Officer in 28 January High School, Srei Snam District. Savoeng graduated with a bachelor’s degree in Management from Build Bright University (BBU), Siem Reap, Cambodia. At the moment, Savoeng is working really hard to improve his IELTS capacities in order to pursue his Master’s Degree.

Dena By – Dream Management Project Officer

Dena’s responsibilities are to provide spaces for students to explore their interests to realize their life goals and dreams, build relationships with school and local officials to support students staying in school, and bring in speakers and events to motivate students. Dena joined the Ireland Exchange in March 2019 where she left more inspired to keep working towards her dreams. Besides her initial job expectations, Dena participates in training courses aimed to improve her leadership and facilitation skills. Dena is also very involved in SDG trainings and is now bringing awareness to her students by increasing SDG sessions in Dream Class. Adding new activities to the lesson plans helps her to work harder and find more ways to engage youth in education.
Future Plans for PEPY

The PEPY team strives to provide the best learning environments for our students, and to find spaces for us to share ideas and look ahead to the future. To continue working on our vision of empowering Cambodian youth to improve their well-being, and their families and their communities circumstances, PEPY’s objectives are as follows:

- With the encouragement of donors, PEPY will expand the Dream Management Project to 2 additional schools, increase the number of scholarships for our students to 40, while our team grows to meet these needs. We will strive to expand efficiently and effectively so that it does not negatively impact our students and staff.
- PEPY will hire a Monitoring and Evaluation Officer to ensure that all relevant data is being tracked in one system to support and improve the Programs Team evaluation of our projects and the Communications Team’s reports for the PEPY Community. In doing so, we plan to measure our community impact more thoroughly and assess areas where we can be more effective.
- PEPY will develop curriculums for all Learning Center projects to ensure that language development and confidence is at the core of students’ studies and that they are prepared for career and study abroad opportunities that require strong English language skills and proficiency in English exams.
- PEPY will remain committed to ensuring that our programs are effective, efficient, and relevant to our beneficiaries. Moreover, we will seek out as much internal and external feedback as possible to continue being responsible and accountable for our activities.
- PEPY will continue to foster an environment where giving back to rural or disadvantaged communities is encouraged, and to constantly provide opportunities for students to support their communities as much as possible with the knowledge they have gained.
- Lastly, PEPY will work to bring in more exchanges for our students so that there are more opportunities for them to travel to different countries and learn about different cultures firsthand. We believe this to be an invaluable experience to not only help develop their English skills, but to help bring new ideas and stories into their local communities and fellow students upon their return.

For PEPY, 2018-2019 has been an incredible year of growth, development, and collaboration! We cannot thank our global and local community enough for supporting us and ensuring that our programs continue to reach Cambodian youth with unlimited potential and inspiring dreams. We would also like to thank all board, staff members, and our partners who have provided time, insights, and care to PEPY’s students. PEPY’s students also deserve appreciation for their impressive motivation and hard work to improve their lives and the lives of those around them. We are grateful for the wonderful network that holds this organization up, and we are looking forward to another year of successes in 2019-20!
2018-2019 Partners and Donors

NEW LEAF

HARVEY FAMILY FOUNDATION

Ayana Journeys

WHERE THERE BE DRAGONS

Child's Dream

The Horncrest Foundation

Anna Reilly & Matthew Cullinan Family

TASIS

Into

Irish National Teachers' Organisation

Cumann Máinteoirí Éireann

Donabate-Portane

Educate Together

Irish Aid

Government of Ireland

Rialtas na hÉireann

Tondo Foundation

DMC Asia Plus

Groups, Events, Travel, Tours

Miracosta College

PEPY TOURS

Adventures Living: Responsible Giving™

Parker School

ACU

Australian Catholic University

Big Dream Cambodia

iHerb

ConcordRiver Institute

SE Asia Foundation

It takes a girl to raise a village

Philanthropic Foundation

Central California Advocates Foundation

Learning Service

Rethinking Volunteer Travel