



# Annual Report

September 2017 - August 2018



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Empowering Youth

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## Our Team

# Letter from PEPY's Board Chair



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 a part of this team to develop 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; furthermore, I have heard beneficiaries talk about the differences PEPY's work and support has made to 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.

According to the encouraging outcomes of PEPY's work, I can see many scholarship recipients become PEPY's employees and employees of other NGOs, and they show special responsibility to achieve their goals.

On behalf of the PEPY team and local board, as well as Cambodians in general, I would like to thank you all for supporting PEPY's mission and vision. Without your enormous efforts, PEPY would not be able to continue to run their programs to assist and serve young Cambodians to have so many opportunities to explore and experience new things, access education to increase knowledge, and get the skills to build their potential to cope with life, and make their dreams come true.

With your tremendously generous hearts, contributions, and commitment, you make us aware of how much you deeply care about and love PEPY and Cambodians. Moreover, you completely trust and value our work and integrity, thus we can establish our direction, and keep progressing to invest in people.

Therefore, please accept our sincere gratitude for your engagement. All of your support allows us to continue pursuing our goals and maintain the many benefits our communities receive, in order to make a real difference and a better place to live in Cambodia.

Sincerely,

A handwritten signature in blue ink that reads "Lovekhouthwatd".

**Khouth Sochampawatd**  
**-Board Chair, PEPY Empowering Youth**



# Letter from Executive Director



Dear Donors, Friends and Supporters,

It is my great privilege to share with you all again about our work in 2018. It was the most fantastic year I have experienced since I re-joined PEPY in 2015. On behalf of the entire our team, I want to express our gratitude for all your mental, spiritual and financial support.

The best highlight of the year is that PEPY was Governance and Professionalism Practice (GPP) certified by Cooperation Committee for Cambodia (CCC). GPP Certificate is awarded to NGOs demonstrating superior professionalism, transparency, and sustainability and it is also a symbol of trust for donors, communities, partners and other organizations. It was a strict process and we feel so honored to be awarded with this certificate.

PEPY is a small organization, but we always dream big. With our passionate, dedicated team and our supporters, PEPY was able to expand its Dream Management Project to 28 Makara High School in Srei Snom, which is located around 80 kilometers from Siem Reap Town, in 2017 (in 2016, we expanded our Scholarship Program to this school). Over 450 high school students from our two target high schools (Kralanh and 28 Makara) were selected to join our project.

Scholarship is the core project at PEPY and it offers huge hope to many high school graduates from families with difficulties to continue their higher education. It acts as a

strong bridge for young people from the rural communities to reach their dreams and be able to help their families and communities in the future. In 2018, PEPY was able to support 37 bright and committed students to study at universities and vocational/teacher training schools. It is the highest number ever since PEPY has started this project.

Students at the Learning Center made huge improvements in their confidence, communication skills, problem solving abilities, and English and IT skills. In addition, they all exhibited a great sense of collaboration, compassion, teamwork and dedication. We felt very proud to work with them.

Looking to the future, we are also excited to welcome new students. I have great confidence that they will improve themselves for brighter futures. Furthermore, I look forward to working with our committed and dedicated donors, board of directors, staff, and all our partners around to world to advance opportunities for more dedicated young people who dream to break the poverty cycle through accessing the PEPY's programs.

I also would like to take this opportunity to express a special thanks to all our board of directors, staff, donors, students, partners, local authorities and teachers for all your amazing support. What we have achieved together would not have been possible without all of you, so a profound thanks from the bottom of our hearts!

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Rith Sarakk'.

**Rith Sarakk**

**-Executive Director, PEPY Empowering Youth**



# PEPY's 2017-18 News

PEPY is delighted to announce that after a long and rigorous process, we have received Cooperation Committee for Cambodia's NGO Governance and Professional Practice (GPP) certification, which aims to promote transparency and good practice within Cambodia's NGO networks. After 3 years of GPP staff meeting with our beneficiaries, local authorities, partners, and donors, and checking our processes and documents, we are honored to have received this certification which further illustrates PEPY's effectiveness, transparency, and sustainability.



PEPY's Program Manager, Kimsru, had the chance to attend an Obama Foundation Roundtable on Youth Leadership and Community Empowerment in Singapore, where she met Obama himself as well as inspiring young leaders from around Southeast Asia.



Chhunnay, PEPY's ICT Teaching Assistant, earned a place at ASEAN Excellent Camp in Thailand, where he was able to learn about Sustainable Development Goal and community change strategies and meet many driven people from other countries.

# What we do

PEPY provides Dream Management classes to high school students in our target areas, showcasing local job opportunities and required skills for the labor market, providing access to scholarship opportunities from many sources, and providing lessons on capacity building. In addition, PEPY's Scholarship Program provides tuition, healthcare, mentoring, a living allowance, and access to the Learning Center to dedicated but financially disadvantaged students to pursue higher education in Siem Reap. 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 which 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.

We are passionate, transparent, and open, and we empower youth to pursue a bright future, improve the quality

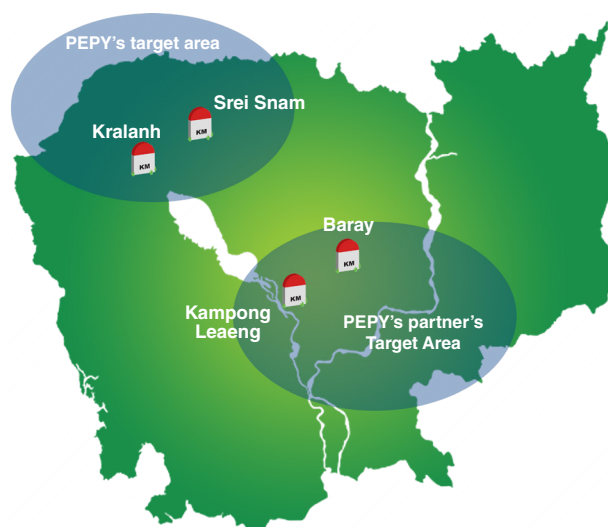
of their lives, and achieve their dream careers. Dedicated local leaders, collaborations with other like-minded organizations, and our amazing network of supporters and donors help us realize our mission: to support Cambodian youth in expanding their opportunities.



# Where we do it

Siem Reap Province, which, despite having the benefits of the booming tourist industry around Angkor Wat, is one of the poorest provinces in Cambodia. Most families depend on agriculture for their livelihoods. There are few opportunities for employment outside of the city and many, including those as young as 12, choose to migrate illegally to Thailand in search of work to support their families. 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.

Our programs work with the young people of Kralanh and Srei Snam Districts. Kralanh is a rural area 65km outside the city of Siem Reap, Siem Reap province, while Srei Snam is around 80km away. We also recruit Scholarship Program students from Kompong Leaeng and Baray Districts, located in Kompong Thom and Kompong Chhnang Provinces, with the support of one of our partners, iHerb





# Why we do it

Siem Reap, although the major tourist hub in Cambodia, is nonetheless 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 tend their agriculture, and are frequently kept home from school. Difficulties producing adequate incomes leads high numbers of high school dropouts to 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 brought through immediate income.

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 a future where the young Cambodians are empowered to pursue careers to improve the quality of their lives. Our

mission is to work with young Cambodians and connect them with the skills, opportunities and inspirations needed to reach their potential. Our key goal is to increase the percentage of Kralanh and Srei Snam High Schools' graduates accessing skilled employment.



# How 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, 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 117 scholarships to attend university or vocational school, 200 students have benefited from English, ICT and Youth Empowerment classes in the Learning Center, and over 2000 students have received encouragement in our Dream Management Classes.







# Our Programs



# Dream Management Project



Many of the students we work with are only exposed to a small range of possible futures. We believe it's important for young people to 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

also present to our students, giving them exposure to different ideas and aspirations, and students are exposed to various scholarship opportunities.

## 2017-18 Highlights

- In total, 454 students from Kralanh and Srei Snam high schools were registered in Dream Management Class this year. This is our highest enrollment yet, which suggests that Dream class is well-known among the students in our target areas. PEPY provided 47 topics

over the year including: goal setting, good citizenship, financial literacy, interview techniques, scholarship application writing, time management, and the art of working with people. They also were exposed to 20 guest speakers who gave their advice for academic, personal, and professional success, 1 Skills Fair, and 3 Sharing Events.

- In total, 255 applications for various scholarship opportunities were made as a result of Dream Class support. Additionally, 2 exposure visits (one for each high school) were conducted for students with high Dream Class attendance. They visited PEPY's Learning Center and other universities/training schools in the city, where they were able to experience the facilities, meet faculty, and ask questions.
- Both Dream Project Officers noted significant progress in students' behaviors, namely communication and interpersonal skills, confidence, and organization. Dream Officers also conducted





a student survey, which revealed that 90% of them showed high interest in at least 80% of Dream Class activities, notably those on teamwork, presentations, and group discussions. Additionally, 95% of regular students professed improvements in their self-development, especially in confidence to give presentations and open-mindedness to critical feedback. 95% of students indicated commitment to encourage their brothers, sisters, and friends join this class next year.



### Challenges and lessons learnt

- Our Dream Management Project Officers planned to meet with each individual student, however due to time constraints of Officers and conflicts with students' schedules, only 91 students (those with low attendance rates) were able to be met with. Although this had a positive impact on regular attendance and effort of

- these students, additional staff would be helpful in ensuring that all students receive the support provided by these meetings.
- We found it very useful to conduct home visits and meet students' parents so that we can engage them in their children's education. In rural Cambodia many parents are not educated, and with the country's history some even fear education. Some parents don't know what their children study at school, or what other activities

they join. These home visits help raise awareness about education, get parents involved in their children's education, motivate students to work harder, and reduce the number of students drop out. One-on one-meetings were also effective in addressing and strategizing solutions to students' academic challenges.





# Scholarship Project



PEPY Empowering Youth provides university and vocational training scholarships for students from Kralanh, Srei Snom, Kampong Thom, and Kampong Laeng districts. A majority of those who receive scholarships are from our high school Dream Classes. Scholarships include 3 years of tuition to universities and vocational schools in Siem Reap, a bicycle, use of a computer, a living allowance, and access to healthcare. Scholarship students also attend PEPY's Learning Center in Siem Reap

for at least one year.

## 2017-2018 Highlights

- 38 Scholarship students were recruited this year (63% females). All Scholarship students enrolled in their courses of study and fulfilled all requirements of to maintain their scholarships (including maintaining at least grade B in all courses). During a Parents' Meeting in September, Scholarship students presented

about what they learned after 9 months at the Learning Center to their families; some of the notable changes they remarked were immense improvement in hard and soft skills and increased social and academic confidence. Additionally, many students noted how proud their parents were of their improvements – and for a good number of them, this meant a shift in perspective on the value of education.

- PEPY's Scholarship Program encourages students' peers, families, and younger children in these communities to see the tangible results and value of pursuing an education and dreaming big about the job opportunities available, both locally, nationally, and internationally. Scholarship students implemented 6 Community Payback Projects focused on health care, education, arts and tree planting. They also shared their experiences of university and city life to Dream





Class students.

- Scholarship students had the opportunity, thanks to a generous grant from the US Embassy, to attend the STEM Cambodia Fair, where they learned about innovations and academic and professional opportunities available in the fields of science, technology, engineering, and math. Monthly meetings were held, and a variety of speakers from different backgrounds and professions came to speak with current and former students to give them advice and answer questions. Additionally, a CV and cover letter writing workshop was given to students, where they were able to make quality drafts to use in their job applications. P6 students have started looking for jobs to support their living costs; we expect all students to receive quality employment by May 2019.
- 22 former Scholarship students completely finished PEPY's programs and received their bachelors degrees this year<sup>1</sup>. They are working in IT, microfinance, accounting, sales, service, and teaching. Since 2012, PEPY has awarded 117 scholarships; 55 of these students have graduated



already, and 100% of them have received skilled employment. All current and former students are either studying or working (most are doing both); most of them work for private businesses (62%), while others work for NGOs (25%) or the government (13%).

This will allow PEPY to better evaluate the impact of the Scholarship Program. Many challenges for Scholarship students were resolved through conducting house visits with their families to increase community and PEPY network awareness of current activities.

### Challenges and lessons learnt

There should be monthly reports on former scholarship students, including their job and salary information, family situations, and employer satisfaction.

<sup>1</sup>From Vanda Institute, Build Bright University; Paul Dubrule Hospitality School, Pannasastra University, Regional Teacher Training College, Provincial Teacher Training College, and Regional Polytechnic Institute Techno Siem Reap



# Learning Center

Scholarships alone are not enough to ensure that our 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<sup>2</sup>.

Our goal, in response to these skill gaps, is to support our students in gaining the capacities 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 scholarship 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.

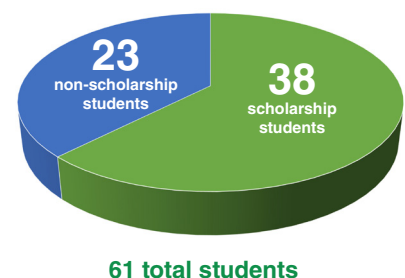
**ICT:** Communication through technology is increasingly important in securing jobs. Students learn industry-

standard software applications, including Microsoft Office, graphic design, and online communications, in preparation for future employment.

**Youth Empowerment:** 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.



## 2017-18 Highlights



<sup>2</sup>National Employment Agency. (2018). : "Skills Shortages and Skills Gaps in the Cambodian Labor Market: Evidence from Employer Survey 2017."



# Learning Center

## ICT



This year, LC students have shown high understanding of ICT lessons. 100% of Learning Center students report confidence to work with computer programs and technologies such as using Microsoft word to produce formal letters and reports, and to do Google research to support their interests and university assignments. In more advanced classes on Photoshop and video editing, students also showed high interest and quite good understanding. 70% of students received above average scores on a graphic design assessment using

Photoshop and were able to create quality video documentaries. This year, thanks to a generous donation of secondhand laptops, students were able to take computers home with them to practice and complete university assignments. As a result, students were able to learn topics more quickly than last year; so not only did students demonstrate better understanding of lessons, but more lessons were covered overall.

The ICT Teaching Assistant, Chhunnay, is a former scholarship

student who was very outstanding in ICT class. He is also pursuing his bachelor's degree at university. He has constantly improved his teaching skills thanks to feedback from staff and students.

### Challenges + Lessons Learned

Because the ICT class was led by a new staff member, he faced some challenges in related to teaching, researching, and leading students. However, he was supported by the ICT Coordinator in order to ensure quality of instruction. It is expected that the ICT Assistant take over most teaching capacities by next year once this transitional period is over.

The budget for the project was enough to run the project as normal. However, many desktops broke down and there was no reserve budget for replacement. The ICT team needed to fix the desktops almost every day in order for the students to learn. It was a great opportunity that ICT project has received funding for technological upgrades for next year. The ICT project will purchase desktops, tables, and computers to enhance students' learning.



# Learning Center

## English

This year, the three levels of students (organized according to ability) successfully completed their associated levels' English requirements. In doing so, the students improved their speaking, listening, writing, reading and grammar skills dramatically. Students, on average, doubled their English assessment scores (see Figure 1).

The students demonstrated increased confidence over the year in communicating with foreign visitors in different exchange programs. The interactions with foreigners gave the students the opportunities to expose themselves to foreign cultures and they also can share their own culture. Giving the students the chance to put what they have learned into practice helps them to boost their confidence



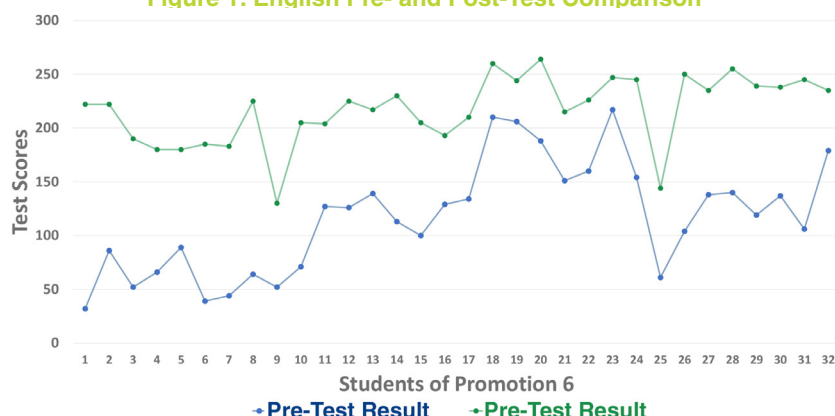
and increase their self-esteem.

The students have finished reading 15 English Bookworms and 25 Oxford Reading Tree books. This is considered a great achievement because reading is not a common hobby in Cambodia;

having good reading habits has changed the students' approach to learning and they find it rewarding to be able to absorb knowledge from writers all around the world.

The teachers worked very hard to make sure the students have the best learning environment possible. They felt free to express themselves in the classroom and were encouraged to not be afraid of making mistakes. The classroom is interactive and students have enough time to develop English skills such as reading, listening, speaking, and writing skills.

**Figure 1: English Pre- and Post-Test Comparison**



### Challenges + Lessons learned

Without the support from an English native speaker for the entire year, the teacher faced some challenges related to pronunciation, new vocabulary words, and grammar rules. The English budget for this year did not meet the real needs of the project, particularly the allocation for books and printing.





# Learning Center

## Youth Empowerment



25 topics were provided to students this year. Over the year, they reported significant increases in their communications, time management, goal-setting, and interpersonal skills. 37 students attended the Music for Everyone School, AZAHAR Foundation's yoga classes, and 2 poetry and short story workshops with Writing Through. A reproductive health training was provided to students by RHAC Clinic Staffs for one morning. This was important as students had not previously had access to information on sexual health

issues and good practices. Students also got to hear from 6 inspirational speakers, who gave them useful advice on personal and professional development, and 7 organizations, who illustrated available volunteer and career opportunities. They also joined 12 community events this year such as tree-planting days, art and music festivals, a cycling event, and sharing events. In addition, YE staff have worked a great deal on solidifying Library class, where students reflect on personal development and enjoy reading

and research sessions in order to increase general knowledge, critical thinking skills and English language improvement. Because the project has made a huge difference in students' communication abilities and has increased their motivation to learn both in and outside of class, PEPY will invest more in this aspect of YE next year.

### Challenges + Lessons learned

One of the main challenges this year was developing lessons for Library Class, which was a new project. There need to be more materials on general knowledge available in the library. So facilitators need to focus on accruing more resources for this purpose as well as developing lesson plans accordingly.

Regarding outside classes, next year we will not be attending the Music for Everyone Schools due its long distance from PEPY, which caused many complications for students' schedules and attendance. Instead of this activity, PEPY will connect students with yoga activities more often; we have found based on this year's experience that it is very useful both for their bodies and minds.





# High School English – Pilot Project

The High School English Project is a program for our Dream Management students which aims to supplement their public English classes with lessons that focus on their practical, critical use of the language. PEPY provides both financial and capacity-building support to public teachers, who administer these extra classes. The aim of the program is to prepare Srei Snom and Kralanh high school students' English for employment, university, or PEPY's Learning Center.



## Highlights 2017-18

Although the project just initiated this academic year, its popularity was higher than expected. PEPY received a total of 329 applicants (175 from Kralanh and 154 from Srei Snam). By the end of the project, there were 246 students still enrolled.

A majority of the students did well in the mid-term test. They also had more confidence in speaking to foreigners. When the PEPY staff brings visitors, they often introduce themselves

first and they are eager to speak. Through our observation, the teachers also have improved their teaching capacities by quite a lot by applying some of the feedback from PEPY staff. Unfortunately, many students dropped out of the class near the end of the school year. Some dropped out because they are busy or no longer interested in attending the class. Although the overall performance of the teachers has improved, some

of them still perform below PEPY's expectations. However, in comparison to the school learning environment, their performance is considered to be good. Given the significant challenges, PEPY must reevaluate whether this project is worth investing in for another year, or if it is better to allocate funds to English at the Learning Center.



# International Experiences

## Cambodia-Ireland Partnership



This year included two enriching opportunities for Cambodian and Irish educators and students to learn from each other. Firstly, in March, two of PEPY's staff (Savoeng and Soury) and two PEPY students (Phearith and Sina) traveled to Ireland for 3 weeks in order to learn about the Irish education system and teach Irish students about Cambodian history and culture. Soury explained the trip: "In the first week, we spent time in DPETNS primary schools. On the first day, the school principal and teachers arranged a big assembly with all students to welcome us. The next day, we provided some classes to the students on topics such as: life and culture in Cambodia, Khmer history, and traditional Khmer dancing.

They really enjoyed learning from us and asked many great questions. We also really wanted to teach and further understand the main differences between Ireland and Cambodia's educational systems. Students were surprised when we discussed this topic with them, as they are used to an academic setting in a developed country. They found it hard to believe how few Cambodian students gain access to quality education. As for us, we learned so many things from teachers and school staff, especially in the way they structure their curricula, engage students, and build

their human resources.

During the second week, we went to Donabate Community College secondary school (DCC). There, we provided some lessons on topics like Khmer Rouge history, PEPY's Dream Management Project, and SDGs in the context of Cambodian education and job markets. We also observed many classes to learn about teaching methods and facilitation. We realized that the secondary school students were so interested to learn about Khmer Rouge. They felt so shocked to learn about this sad story.

For our final week, we visited many other schools in the city and in the countryside. In addition to sharing our life experiences to students, we participated in a few community events, such as the Fun Run where

we ran a section of the route from Donabate to Siem Reap and passed it on, to remind communities of PEPY and Donabate Education Together School's partnership and the global connections we have in between.

In terms of what we were able to teach, many of those we met noticed that they are so lucky to have many educational and general resources and infrastructure that we are not fortunate enough to have in Cambodia. They were reminded not to take these things for granted."

Additionally, in July, PEPY, along with partner organization SeeBeyondBorders, welcomed six Irish teachers and one principal from Donabate-Portrane Educate Together National School, Donabate Community College, and Francis Street CBS. Some of the lessons taught by Irish teachers focused on SDGs, leadership, empathy, imagination, and English. As a result of this exchange, PEPY students learned about how to communicate more emotively and with people of a different culture.

They reflected on this information deeply and practically through a wide range of activities and games, and a majority of students reported having learned many new things from these lessons, including improvements to their English abilities.





# International School Exchanges

Thanks to partnerships with Where There Be Dragons, Ayana Tours, and The American School in Switzerland (TASIS), PEPY students have had many opportunities to enhance their English, practice their communications skills, and learn about lifestyles in different countries by meeting and speaking with high school and university students from around the world. With TASIS and The Packer School, multi-

day exchanges allowed for these conversations to expand to more personal topics and for more mutual learning to occur. Exchange activities included photography and video making, dancing, creative writing, and cooking, and allowed for students to get to know each other and have fun while learning about one another's backgrounds, studies, and perspectives.







Meach Phearom



Phoeuy Pha



Sat Kolabphana



Pheap Sophit



Roet 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



Lorm Srey Pin



Long Theyseung



Him Reaksa



Chhoeunh Sipou



Ri Sreyneav



Sieng Chanry



Chhet Chantho



Hoeur Chantoet



Seam Sreirey



Sorn Sivechhinh



# Students' Corner

My name is Sochea Khoeut. I am in my third year at Pannasastra University of Cambodia. My major is International Relations. I am a PEPY scholarship from Promotion 3. I got the scholarship in 2014. I was so happy at that time, because my dream of studying at university came true. PEPY is like my second parents; PEPY staff have provided me with a lot of knowledge while I was at PEPY Learning Center such as English, computer, and especially soft skills which have helped me to find a good job and get good grades at school.

Currently, I am a Project Coordinator at Cambodian Living Arts. I am in charge of projects related to reviving and promoting traditional Cambodian art forms such as music, puppet shows, and dance. The lessons that I learned with PEPY help me a lot at my workplace. I use my skills to communicate effectively with artists and the community. Also, I am able to learn new things quickly. Besides working, my friends and I have formed a group called Youth of Cambodia which organizes a lot of activities to raise awareness about the environment and education. PEPY has shaped me to love helping my community and to give back what I can for them.



I would like to say a massive “thank you” to PEPY for supporting me. This support has made a huge impact on my life. I will try my best to help my country, as well.

- **Sochea Khoeut**

I am Phearith, a PEPY Scholarship student since 2016. During my time studying at PEPY's Learning Center, I learned many soft and hard skills to apply to my future jobs and experiences. I also had the opportunity to join the exchange program in Ireland in March 2018. Now I study at University of South-East Asia (USEA), my major is Information Technology (IT).

At the moment I work as an intern at SeeBeyondBorders, an organization that works to upskill and provide resources to primary school teachers in Cambodia. I am responsible for supporting local operations staff with admin tasks, IT assistance, photography, and graphic and video design, so working in SBB has allowed me to use and improve my hard skills. I have also been able to use my soft skills, as I have many opportunities to engage in teamwork, interpersonal communication, creative design skills, management skills, and working with confidence. All those things can show the change that studying at PEPY and university had on me and my career!



After having finished studying at PEPY, I thought being a staff at SBB could make a lot positive changes for myself, my family, my community, and my country. And I would love to be a good role model for the next generation of students in my community and motivate them to go to school; even though I have already shown them that education is very important for us, education is only one key that can develop our country. In the future I hope that everyone in Cambodia could have the opportunity to go to university and get a good education.

- **Phearith Khann**



My Name Voeun Tha. I received a PEPY Scholarship in 2015. After I got it, my language, study, and social skills improved a lot. Now I work as a pastry chef and baker in a hotel. I also work at a spa company when I'm not at the hotel. There, I can meet people from all over the world and keep practicing my English skills with them.

When I received the PEPY Scholarship, I felt very excited because I wanted to be a part of their strong work with youth. Even though I had never had good English and ICT classes before, I tried my best to study with teachers step by step until I could speak and write well, use computers, and have the confidence to volunteer with social organizations. I met many foreigners, such as teachers and student visitors, and although I felt shy I pushed myself to interact with them to improve. Next year I went to study at Paul Dubrue for Pastry and Baking. Although at first I felt very different from the other students, as no one from my community has studied this subject, I eventually felt very happy. I finished my degree in 2017 then I found my work. For the next 5-10 years I will be improving my culinary skills and working more with foreigners, and I will make a famous cake and pastry shop in my community so that they feel fresh and happy.



- **Tha Voeun**

My name is Loeuy Sreyrov. I am a Scholarship student of PEPY Empowering Youth. I am studying at Vanda Institute, majoring in Accounting. After learning at the PEPY Learning Center for a year, I have gotten a lot of new experiences and knowledge from PEPY teachers and staff. Before I didn't know how to speak English or use computers, and my soft skills were lacking, but now I can use English, Microsoft Office, Gmail, and even design videos for my job. I also now have self-confidence, motivation, responsibilities, and more positive relationships with other people. After my first year with PEPY, I got my first job as an Accountant. I work in a shop that sells food to hotels and restaurants. Since then, I have learned more about interpersonal communication and taking responsibilities for my mistakes. My challenge is still English, but I am happy with my work because I can learn from my colleagues. I believe in myself and that I can do anything that I want, and I want to do what I can so that the people in my community can develop their thinking about their future possibilities.



- **Sreyrov Loeuy**

# Spreading our message

Social Media	2016	2017	2018
Facebook Fans	4,798	5,514	6,962
Twitter Followers	1,454	1,454	2,809
Instagram	N/A	169	258
Video Views on YouTube	1,521	2,206	6,689
# of Videos on YouTube	14	29	50
# of newsletter subscribers	4,559	4,340	4,159
Website visits	31,342	31,279	22,848



## FACEBOOK

[www.facebook.com/pepyempoweringyouth](https://www.facebook.com/pepyempoweringyouth)

## YOUTUBE

PEPY Empowering Youth

## TWITTER

@PEY\_NGO

## WEBSITE

[www.pepyempoweringyouth.org](http://www.pepyempoweringyouth.org)

## LINKEDIN

<https://www.linkedin.com/company/pepy-empowering-youth>

## INSTAGRAM

pepy\_cambodia



# Managing our finances

<b>Donations</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Individual Donors	133	85	xx
Median Donation Amount	\$ 100	\$ 100	\$ 100
<b>Income (US\$)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Donations (Restricted)	\$ 62,871	\$ 87,507	\$ 133,067
Donations (Unrestricted)	\$ 69,388	\$ 32,667	\$ 43,229
Other income* <sup>1</sup>	\$ 26,193	\$ 12,389	\$ 10,389
<b>Total Income</b>	<b>\$ 158,452</b>	<b>\$ 132,563</b>	<b>\$ 186,685</b>
<b>Expenditures (US\$)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Program Expenses			
Capacity Building	\$ 929	\$ 1,620	\$ 788
Dream Management	\$ 12,864	\$ 14,125	\$ 27,026
High School English Learning Center			\$ 8,164
English	\$ 10,618	\$ 18,602	\$ 15,069
ICT	\$ 12,630	\$ 13,835	\$ 16,390
Youth Empowerment	\$ 10,184	\$ 13,046	\$ 14,787
Scholarships	\$ 52,722	\$ 60,323	\$ 81,169
Management and General	\$ 16,539	\$ 13,377	\$ 21,407
Fundraising	\$ 24,952	\$ 13,134	\$ 18,981
<b>Total Expenditures</b>	<b>\$ 141,437</b>	<b>\$ 148,062</b>	<b>\$ 203,771</b>
<b>Excess of income over expenditure</b>	<b>\$ 17,014</b>	<b>\$ (15,499)</b>	<b>\$ (17,086)</b>



# Who we are

## Board Members



Awatd has been a board member at PEPY Empowering Youth 2013 now. She studied English at Pannasatra university of Cambodia and ended up with a bachelor's degree of TESOL. She is currently working as a Consultant for Cambodia Living Arts Organization and provides training for young artists and scholarship students. She was also an education community development volunteer with Youth Star Cambodian Organization for twelve months in Prey Veng province.

Kimline has been the founder and director of ATCAM Consulting since 2015. Before that, she was the Executive Director of PEPY Empowering Youth. During her 7 years at PEPY, there were a lot of changes in organizational structure and strategies, which taught her how to be good leader, manager, and team member. Although these changes were not easy, they helped empower and motivate her. She hopes that as Board Chair of PEPY she, along with the rest of the Board, can effectively support the organization and the team to move in the right direction and have a good impact on our communities, society, and nation.



Sarah is originally from the UK, but has been living in Siem Reap for almost 8 years. Before arriving in Cambodia she studied languages and literature at university, before beginning her career in education. Sarah's first job in Siem Reap was working with PEPY Tours', PEPY Empowering Youth's sister social enterprise, and has remained a passionate believer in and supporter of PEPY'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 PEPY, creating cross-cultural learning opportunities for

young people and funding support to PEPY.

Doung Sopheap works at Artisans Angkor (Cambodian Art & Craft), Siem Reap Cambodia as Human Resource Director. She was born in Kralanh district, to a farming family and moved to Siem Reap city to continue her studies at high school. She now lives in Siem Reap with her family and 3 daughters. Sopheap has 19 years' experience in non-profit organizations, hotel industries and social enterprises. She has 12 years' work experience in human resource management and compliance and has a master's degree from the University of Build Bright Siem Reap in Business Administration Management. Sopheap has volunteered as a board member of PEPY Empowering for almost 5 years, She is still happy to support PEPY to see the impact of education for the young generation and guide PEPY as a high quality, sustainable NGO for the future.



Bunthann was born and grew up in Kralanh district – PEPY's target area. He has a BA and MBA in Management and is currently branch manager for Ming Wuoy Group at "Pedro" in Siem Reap. Kim is also Co-Founder of the Cycling Community Club in Siem Reap – a group of like-minded individuals who run challenge bike rides to raise funds for social change projects. He is passionate about supporting rural young people and their communities and making a difference in their future.



## Staff Bios

### Office team:

#### Sarakk Rith – Executive Director



Sarakk started as PEPY's English Teacher before becoming a Senior Program Manager and then Executive

Director, a position he has held since 2015. Sarakk is enthusiastic 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 education, so he wants to make sure that other students won't face the same situation as he did. Sarakk has been involved with a wide array of trainings, educational initiatives, and conferences throughout Cambodia, as well as in the USA, Ireland, Vietnam, and Laos. Sarakk finished his Master's Degree in Business Administration from the Build Bright University in early 2016.

#### Kimsru Duth – Program Manager



Kimsru has been working with PEPY for four years. As Program Manager, Kimsru is 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 about her own goal of completing a graduate degree in her own field of interest. Her dream is bring positive impacts to society. 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.

#### Konnitha Sien – Finance and Admin Manager



Konnitha is originally from Phnom Penh but moved to Siem Reap in 2005. She graduated with a Bachelor degree

in Finance and Banking at University of South East Asia in Siem Reap Province. Currently, she is pursuing a Master's degree in Accounting. She has been working with PEPY Empowering Youth for over 7 years in the Finance and Accounting Department and 3 years in Administration Department, and is also 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.

#### Kaia Smith – Communications & Fundraising Officer



Kaia is the newest member of PEPY's staff, and comes with various experiences in educational e q u a l i t y

initiatives, social justice, and program management in the U.S., Ghana, and Thailand. Most recently, she received her master's degree from the London School of Economics in Inequalities and Social Science, where she learned about global issues in labor markets and fair representation of disadvantaged groups in the media. She is excited to apply her knowledge of these topics at PEPY, where the larger problems in Cambodia like economic development and precarious migration are tackled fundamentally through education and individual empowerment.

#### Sokpheaktra Thy – Accounting Assistant



Sokpheaktra's parents are farmers, and they are from Kralanh. They have worked hard to earn money to support

their children and their education. Sokpheaktra received a scholarship from PEPY in 2013 to study Accounting at Vanda Institute Siem Reap, which she continues to pursue while working at PEPY. She has noticed many changes in herself since her last year of high school, especially after having the challenge of simultaneously working and studying in Siem Reap. She is very happy to be able to use the knowledge she has gained, and hopes that she will continue to improve herself and her abilities. "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."

#### 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 1, 10, and 18. She and her husband are working hard to financially support their children, "because I think only education can help my children have bright futures," she says. She has been working as PEPY's cleaner since 2014. She is very happy to be working at PEPY, because "all of the staff are friendly, kind, caring, and sharing, and they make a good environment." She hopes PEPY will get more sponsors to help increase the level of education for

Cambodian's youth, which will improve the quality of human resources and allow them to be role models for the next generation in their communities.

### Education program:

#### Savoeng Skut – Dream Management Project Officer



Savoeng is one of PEPY's former scholarship students. As PEPY's Dream Management Project Officer,

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 in Ireland.

#### Dena By – Dream Management Project Officer



Dena's responsibilities as Dream Project Officer are, to her, an opportunity to change her own life and to help

the people around her improve through education. She is excited about the improvements she has and will make by being a PEPY staff member and former Scholarship Program student. She spends a lot of time visiting her students' communities and homes in order to raise awareness of PEPY's activities and to be aware of students' contexts; she finds this very useful to learn more and to push parents to value and invest their support in education. Dena finished her bachelor's degree at Vanda Institute in Accounting. She is thankful to PEPY Staff and PEPY family for always supporting her, sharing with each other, and giving warm hearts all the time.

#### Channa Kev – Scholarship Project Officer



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. 25-year-old Channa has two years of colorful experience working at PEPY Empowering Youth as a Scholarship Project Officer. His responsibilities are to select scholarship students, register them to study at universities or vocational trainings, and monitor and support scholars to live in a safe environment; he also provides soft-skill classes at PEPY's Learning Center. Channa's dream is to see his community grow. It pushes Channa to work harder at PEPY in order to contribute to young people having similar opportunities as him.

#### Kim Ann Khlang – Scholarship Project Assistant



Kim Ann is originally from a farming family in Kralanh, Siem Reap province. She is the youngest

child and the only one who was able to pursue higher education through PEPY's Scholarship Program. Now, she is pursuing a Tourism Management Degree at Build Bright University. After working at a tour company, she realized that the strengths and skills that supported her to handle her job skillfully and professionally were the impact of PEPY's Scholarship Program. So she applied for the Scholarship Project Assistant position to help give back to other students. In the future, she hopes to pursue her master's degree abroad.

#### Manin Oem – ICT and IT Coordinator



Manin was born in Kandal province. After graduating with a bachelor's in Computer

Science in 2008, he worked four years in Phnom Penh as an IT worker. He joined PEPY in November 2012 where he used his IT skills to support the Communications Department and facilitated 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.

#### Chhunnay Bin – ICT and IT Assistant



Chhunnay is from Kralanh. He moved to Siem Reap in 2016 as a PEPY scholarship student to study

law at the University of South-East Asia. He finished his studying in PEPY's Learning Center in 2017. He then became a member of PEPY's staff as ICT Assistant. Chhunnay is very excited about his opportunity to have this job because he can use his skills to support Cambodian youth, and he hopes that he can help his community to increase its educational and technological capacities in the future.

#### Soury Phonn – English Teacher



Soury was a PEPY scholarship student in 2014, and has been PEPY's English Teacher since

2017. She loves her job, saying that "PEPY has guided me and shaped me to be a skilled teacher. PEPY aims to enhance staff capacity building by providing courses or trainings to ensure the staff are strong and enabled to teach and empower the students effectively." She thoroughly appreciates the scholarship students in PEPY because they work really hard and are very active, and their progress gives her happiness. They are her motivation to work hard and develop effective methods to maximize learning and motivation.



# Thinking about the future

We are happy to have had another enriching year full of improvements, opportunities, and learning. To continue working on our vision of empowering Cambodian youth to improve the well-being of themselves, their families, and their communities, PEPY is considering a wide range of objectives and changes for next year:

- PEPY will hire an external consultant to conduct a comprehensive Organizational Impact Evaluation to assess our programs' long-term accomplishments and areas for improvement.
- PEPY will create a 5-Year Strategic Plan for Development, based on a SWOT analysis for our projects in order to ensure sustainability and proper catering to the needs and contexts of our beneficiaries.
- In order to ensure that interested and qualified staff members are able to succeed at their study abroad scholarships, especially those offered by Irish Aid for

study in Ireland, PEPY will invest in English language capacity-building to ensure that they can achieve the minimum test score.

- PEPY will remain committed to ensure 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 increase its focus on and evaluation of community impact; as our programs become increasingly integrated in our target areas, it is important for us to measure changes in attitudes toward education within communities. In addition, as we believe that education is the first step to holistic, sustainable development, we want for our students to engage with and give back to their communities as much as possible with the knowledge they have gained.

*Thank you so much to all of our wonderful supporters who have been behind our 2017-18 programs. All of the immense changes in students' knowledge and capacities, communities, and futures could not have been possible without all of you.*

*We would also like to thank all board and staff members and our partners who have provided time, insights, and care to PEPY's students. PEPY's students also deserve appreciation for their inspiring motivation and extremely hard work to improve their own lives and those of others around them.*

*We are grateful for the wonderful network that holds this organization up, and we are looking forward to another fruitful year in 2018-19!*



# Partners and Donors



**The Horncrest  
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**Anna Reilly &  
Matthew Cullinan  
Family**







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*Empowering Youth*

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