



STRATEGIC PLAN

2020 – 2022



September 2019

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PREFACE

PEPY Empowering Youth (PEPY) was born out of the desire to change the quality of life for rural Cambodian communities. The organization was founded and first began to contribute to rural development 15 years ago, and continues to expand and develop each year. Initially, the focus was on building schools in remote areas of Siem Reap province, with the intention of providing young rural Cambodians access to education. After the first school was built, it quickly became apparent that schools alone would not create an environment where youths and their families feel encouraged to prioritize and value education. PEPY staff learned that we had to invest in development through people if we wanted to make real and sustainable changes to Cambodian society.

PEPY has a strong belief that young Cambodians, who have an in-depth understanding of local issues and resources, can work effectively to build a brighter future for their community. The inequalities that disadvantaged young Cambodians face do not simply involve financial issues; there are also hindrances like limited accessibility to education and health services, and negative family/community attitudes towards education (including gender expectations). Although it was founded in 2004 as an international NGO, PEPY became fully localized in 2015, in order to have a team of Cambodians that come from similar backgrounds. This allows PEPY to have the best knowledge and ability to creatively respond to the needs of the disadvantaged rural Cambodian youths. At present, PEPY is a totally Cambodian-led and managed organization, where all strategic and programmatic decisions are made on the ground so that Cambodian leadership can drive sustainable and relevant program development.

During the last 15 years, PEPY's programs have been tailored to the long term development needs of young Cambodians; they include providing holistic capacity-building opportunities that increase confidence, interpersonal skills, creativity, and motivation to learn and grow. Each year we work to strengthen our ability to respond to the increasingly complex capacity development needs in the Cambodian context for the disadvantaged rural young Cambodian. Increasingly, we are engaging in multi-stakeholder partnerships— which gives us the foundation for scaling up capacity development efforts. We have demonstrated that we learn from our mistakes and focus on sustainable incremental successes that allow us to invest time in a team of passionate and engaged leaders that keep each other on the path to reach our vision.

This Strategic Plan (SP) for the years of 2020 – 2022 continues to give emphasis on demonstrating the results that show how the PEPY program approaches bring collective benefit for disadvantaged rural young Cambodian, their communities, and the Cambodia society. The plan also confirms our commitment to being a learning organization, sharing our learning with others and providing space for ongoing critical reflection in ways that contribute to our own learning and growth as development practitioners.

This SP was developed, in June 2019 based on the recommendations of PEPY's program evaluation (conducted in February/March 2019), a deep analysis of our working context and stakeholders (conducted by PEPY's BoD and staff), and, a thorough consultation with relevant PEPY's stakeholders.

WHO WE ARE AND WHAT WE STAND FOR

Identity

PEPY is a locally based Cambodian NGO that is staffed by Cambodians with expertise in actively empowering young Cambodians to reach their potential.

Vision

PEPY's vision is young Cambodians having the capacity to pursue careers to improve the quality of their lives.

Mission

PEPY exists to allow skilled staff to work with young, dedicated Cambodians and connect them to the skills, opportunities, and inspirations needed to reach their potential.

Goal

PEPY's goal is to increase the percentage of high school graduates in our target areas accessing skilled employment.

Values

- Transparency: we are willing to share our working model, successes, and failures.
- Collaboration: we value collaboration within and beyond our organization.
- Accountability: we believe in holding ourselves accountable to all stakeholders.
- Learning and sharing: we value learning at both the individual and organizational levels. We are willing to receive and give constructive feedback internally and with our stakeholders.

Our stakeholders

We work with diverse groups of stakeholders, both directly and in partnerships, including:

1. Young Cambodian students (the key drivers of change and our primary beneficiaries)
2. High schools, universities and vocational training centers
3. Communities (namely, students' parents)
4. Local authorities
5. Funders/donors
6. Service providers
7. NGO partners/NGO networks/NGOs who operate in our target areas
8. Private companies
9. Board of Directors (BoD) and volunteers

Our analysis on relationships between us and our stakeholders is set in Appendix 1.

OUR NICHE

PEPY believes that positive changes are only possible if we invest time in people. The changes we want to see in the world will not come from giving things away or focusing on inputs rather than quality impact. We are just as impatient as others to see and make these changes, but we have learned through our mistakes and our successes, that only through investing time in a team of passionate, local leaders will be able to reach our vision.

PEPY perceives that issues affecting young Cambodians, exist in a complex development environment. We need to see and continually assess the whole picture¹ before deciding on the direction we want to take. Our understanding of the current Cambodian development context is set in Appendix 3. Our program approach focuses on concrete actions that empower young Cambodians to have ownership and take lead on the development initiatives that bring enduring change on social and economic development in the rural communities in Cambodia. We forge deep and trusting relationships to help young Cambodians take positive actions in line with their values. At the same time, we work to provide the best conditions that create space and resources for them to realize their dream that will lead to improve the quality of their lives and generate positive development for Cambodian society.

We are open to partnerships with others in order to scale up programs' interventions to achieve maximum impact.

Our in-depth understanding of the local, national, and global context allows us to work effectively to deliver real and sustainable change to Cambodian society. We draw on a diverse range of methodologies we can deploy to achieve impact. These include empowering students at the high school level to realize their dream; facilitating access to resources to pursue higher education (at university/vocational school); and providing necessary skills (both hard and soft skills) for pursuing/developing their careers. -This is all offered within a framework that allows PEPY to develop tailored interventions to meet the needs of the rural young Cambodians and their communities.

We give a great amount of attention to program quality and learning through conducting regular internal reflection, and program evaluation studies.

OUR CORE PROGRAMS:

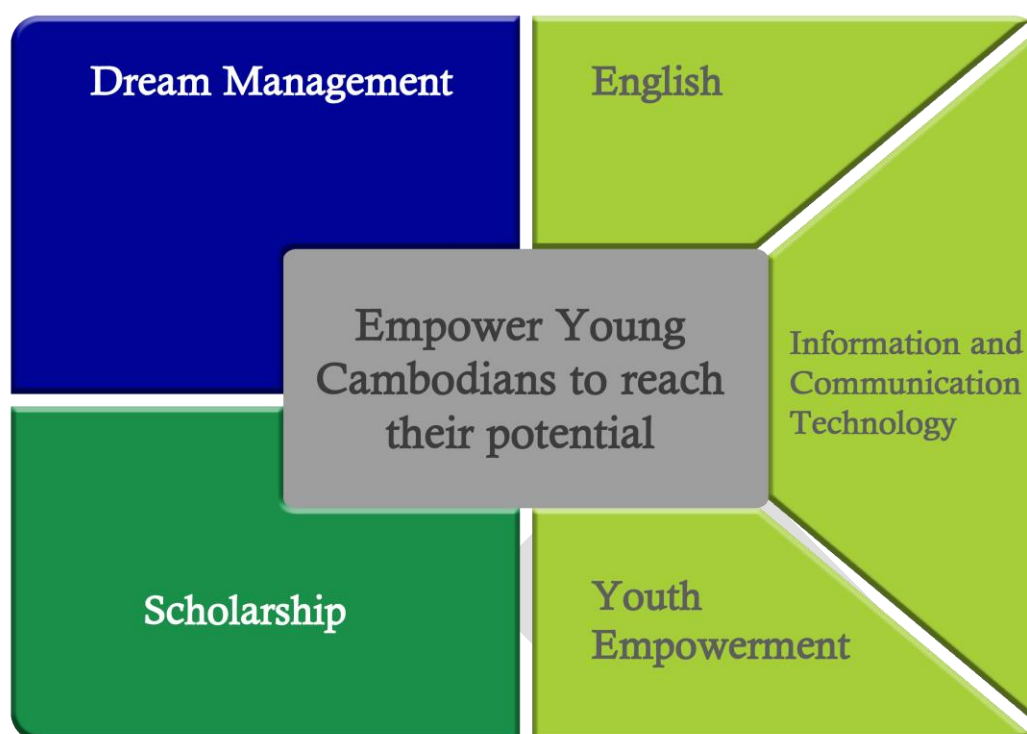
There is no one 'recipe' for social change that can be applied in all situations. PEPY views young Cambodians' situations from many aspects and draws from a range of our program interventions to create a powerful and holistic force for sustainable social and economic change in rural communities of Cambodia.

Drawing on the diverse experiences and skills of our staff, we offer three main programs that are critical for empowering and creating change for young Cambodians.

What distinguishes PEPY from other organizations is that we understand that before further development can take place, it is necessary for people to understand and analyze their underlying values, beliefs, and cognitive and emotional blocks. The approach that underpins each of our core programs seeks to create space for self-reflection to free young Cambodians to develop new ways of thinking. This is the cornerstone of creating fundamental and enduring change.

¹ The local, national and global environment affecting the disadvantages young Cambodian in rural areas.

Diagram 1: PEPY's core programs toward empowering young Cambodians to reach their potential



Dream management (DM):

Many of the students we work with are only exposed to a small range of possible futures. PEPY seeks to help young people to dream big and find ways to make their dreams a reality. Our DM program aims to nurture those big ambitions and gives them the resources and connections to take the necessary steps to realize their future.

The DM program's team works with high school students in grades 10, 11 and 12 (the number of students who have participated in the DM program is shown in Table 1 below). It offers students a forum to identify and discuss their ambitions for the future, and any challenges they may need to overcome. Throughout the program career resources, mentorship, and group workshops that help students to identify their interests and plan their futures are provided. The team also invites successful Cambodian professionals to present to the students, giving the students exposure to different ideas and aspirations. In addition, the program team exposes the students to various scholarship opportunities and supports them throughout the application process.

The DM program's topics include: dream discovery, goal setting, good citizenship, financial literacy, interview techniques, scholarship application writing, life-values, time management, and the art of working with people, positive reinforcement, communication /interpersonal skills, building self-confidence, and organization skills. It also exposes the students to 20 guest speakers (who gave advice for academic, personal, and professional success), one Skills Fair, and three Sharing Events.

Table 1: Number of students who participated in the DM program in each school year

PEPY's direct beneficiaries	2016 – 2017		2017 – 2018		2018 – 2019		Total (3 years)	
	Total	Female	Total	Female	Total	Female	Total	Female
# of students participated Dream Management Program	271	198	454	314	531	413	1,256	925

Scholarship for Higher Education (SHE)

PEPY Empowering Youth provides university and vocational training scholarships for high school graduate students from Siem Reap (Kralanh and Srei Snom districts, and as of 2019, Varin District), Kampong Chhnang (Kampong Leang District), and Kampong Thom provinces. The number of students receiving scholarships is shown in Table 2 below.

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. Also, the scholar students are encouraged to participate in the PEPY’s Learning Center (LC), in Siem Reap, for at least one year. The LC provides English, Information/ Communication Technology (ICT) skills, CV and cover letter writing, and soft skills (such as presentation skills, interview techniques, cultural exchange, leadership, confidence building, and creative learning) to prepare them for a rapidly evolving labor market that increasingly requires those skills/abilities.

The SHE program’s team organizes monthly meetings. A variety of speakers from different backgrounds and professions are invited to come to speak with the scholarship students to give them advice and answer questions.

The SHE Program encourages students’ peers and families, and communities to value higher education and dream big about the job opportunities (available locally, nationally and internationally). Scholar students are required to implement 6 Community Payback Projects (during their study time) focused on topics like health, education, arts, and tree planting. They are also encouraged to share their experiences of university and city life to younger students who are or will participate in the DM program, which allows them to build their confidence with presentation skills.

Table 2: Number of students who received scholarships each school year

EPY’s direct beneficiaries	2016 – 2017		2017 – 2018		2018 – 2019		Total (3 years)	
	Total	Female	Total	Female	Total	Female	Total	Female
# of student received scholarship	30	16	38	24	30	19	98	59

Learning Center Program (LC):

Higher education alone is not enough to ensure that students are comprehensively prepared for their future careers, international interactions, and life in general.

Our LC provides training and support for both soft skills and hard skills, going beyond lessons generally available at universities and vocational schools, to enhance students’ employability. The LC is open to up to 60 students. First spaces are filled by PEPY scholarship students and then by non-scholarship students (who are studying in Siem Reap and also demonstrate a need for capacity building). The LC runs 3 projects: English Learning Project (ELP), Information & Communication Technology (ICT) Project, and Youth Empowerment (YE) Project. The number of students who participated in the LC programs are shown in Table 3 below.

The CDRI’s working paper series No. 98 and the report of the employer survey (conducted by the National Employment Agency, in May 2017) presented a widening gap between the skills that industries and businesses need and what the education institutions, whether academic or vocational training, are producing.

Key skills found to be lacking included soft skills (i.e. leadership, interpersonal communication, critical thinking, problem-solving, and conflict resolution), linguistic abilities (i.e. English), and Information Technology capacities.

- **English Learning Project (ELP):** Our ELP was created to supplement the English classes that the students receive at external language schools in their respective higher education institutions. However, our program goes beyond the standard textbook curriculum to provide practical English language skills utilizing critical thinking and student-centered strategies to increase motivation.

The ELP focuses on improving speaking, listening, writing, reading and grammar skills. We apply practical and interactive teaching methods. For example, we host exchange programs that allow students to practice conversation with foreign visitors and to communicate with foreigners (who are overseas) through email. Students even conduct research on specific topics to write in English, and perform role plays while speaking in English. We challenge the

students to read² books in English and we make sure students have the best learning environment possible. The students are able to express themselves freely in the classroom and are encouraged not to be afraid of making mistakes.

- **Information & Communication Technology (ICT) Project:** Communication through technology is increasingly relevant to modern life and employability. Our ICT Project provides opportunities for students to learn industry-standard software applications, including Microsoft Office, digital security, basic graphic design, online communications (i.e. social media and email), and networks, in preparation for future career employment.

Through a generous donation of secondhand laptops, our ICT Project students take computers home with them to practice their classwork, to produce formal letters/reports, to do Google research, and to complete university assignments. The ICT Project also engages students with various presentation sessions (i.e. in front of their peers and teachers) using PowerPoint, online communications (through email and social media), and video/images editing sessions.

- **Youth Empowerment (YE):** Attempts to ensure young Cambodians will gain not just skills but the ability to use and communicate those skills effectively in a wide range of contexts and with a wide variety of people. The YE empowers students on topics that they would not have access to in traditional education settings, but, are nonetheless necessary to adapt to an increasingly competitive and globalized labor market.

YE curriculum focuses on holistically developing each student to build confidence, to think about how to use new knowledge and skills practically (especially in order to develop their communities and country), and prepare themselves for not only getting and maintaining jobs, but, for succeeding in life.

YE engages the students with career mentorship and temporary opportunities such as internships and volunteering program, forum sessions with business employers (to learn about job market), group and individual research activities, workshops (i.e. about world issues and the international community, especially UN Sustainable Development Goals), discussion sessions (i.e. with Cambodian role models who have achieved success in their professional lives), and community events (such as tree-planting days, art and music festivals, a cycling event, and sharing events).

The learning topics are provided annually in YE program:
<ul style="list-style-type: none"> • Self-evaluation • Goal Setting • Time Management • Effective Communication • CV and cover letter writing • Interview technique • Leadership • Public Speaking and Facilitation Skills • Strategizing for SDGs • Stress Management • Providing Constructive Feedback • Counselling Skills • Art and Music • Dancing, Yoga, and Football • First Aid • Financial Management • Project Management • Developing a Positive Work Attitude • Decision-Making and Problem-Solving • Introduction to Business • Introduction to Tourism • Library Class (access to inspirational videos, English books, and quizzes to test comprehension)

Table 3: The number of students that participated the LC

PEPY's direct beneficiaries	2016 – 2017		2017 – 2018		2018 – 2019		Total (3 years)	
	Total	Female	Total	Female	Total	Female	Total	Female
# of student who have participated in ELP	47	23	53	37	63	44	163	104
# of student who have participated in ICT Project	47	23	53	37	60	41	160	101
# of students who have participated in YE Project	44	22	53	37	66	40	163	99

² In school year 2017 – 2018, each student is encouraged to finish reading 15 English Bookworms and 25 Oxford Reading Tree books. These reading exercises allowed the students to develop their reading skills and expand their vocabulary. This is considered a great achievement because reading is not a common hobby in Cambodia.

STRATEGIC THEMES FOR 2020 – 2022

PEPY has a strong commitment to empower young disadvantaged Cambodians to pursue high education and careers to improve the quality of their lives. We believe that the driver of change is derived from an individual actor (in most cases the students) having a deep understanding of the whole picture of complex development issues in Cambodia. We are also aware that it is only possible to achieve real change if the key actor can identify and address the underlying blocks that are limiting their ability to grow, allowing them to change their situation, and take advantage of new opportunities.

Our analysis during the program evaluation and strategic planning process led PEPY staff to agree that PEPY should continue to practice our learning that we have accumulated for over 15 years, through our program implementation. Our holistic program approach to empower young dedicated Cambodians and connect them to the skills, opportunities, and ultimately their inspirations, makes significant contributions to improving the social inclusion and wellbeing of the rural communities and Cambodia society. The program evaluation indicates that we should continue managing our three core programs and continue to tailor them to meet the needs of our young Cambodian stakeholders.

Thus, in order to respond appropriately and effectively within the current development context, and to maximize the opportunities created within our programs and projects, PEPY has developed two key strategic themes (for program implementation) for the next three years.

- 1) Empower dedicated young rural Cambodians to pursue higher education. To achieve this first strategic theme PEPY will carry-out the “Community Outreach Program” (COP) which compose of 4 main project/objectives:
 - Project #1: Provide basic English to high school students
 - ✎ Objective 1: That students in Kralanh and 28 Makara high schools have improved English proficiency.
 - Project #2: Improved school library
 - ✎ Objective 2: To have a Library program that motivates students to enjoy reading in their free time and use resources to improve their language and research skills.
 - Project #3: Dream management
 - ✎ Objective 3: To increase the percentage of high school graduates students continue to higher education.
 - Project #4: Offer scholarships for higher education
 - ✎ Objective 4: To increase the number of students, in our target areas, to complete university and/or vocational school

- 2) Provide young Cambodians training on skills necessary for employment. To achieve the second strategic theme PEPY will run the LC which comprises 3 main projects/objectives:
 - Project #5: ELP
 - ✎ Objective 5: Provide a curriculum that will lead to increased confidence of participating students to apply English in daily life.
 - Project #6: ICT Project
 - ✎ Objective 6: Provide a curriculum that will lead to increased confidence of participating students to apply ICT in daily life.
 - Project #7: YE Project (Including Business/entrepreneurship skills)
 - ✎ Objective 7: Provide a curriculum that will lead to increased confidence of participants in teamwork, problem-solving, critical thinking, and communicating with other people.

- ✎ Objective 8: Provide a curriculum that will stimulate participants' interest to run their own business.

Additionally, we have recognized the need to strengthen organizational capacity in order to position PEPY to be able to operate in the most effective way for achieving maximum impact. The program evaluation and our internal analysis of Strengths, Weaknesses, Opportunities and Threats (Appendix 2) have helped us to understand what we need to do going forward. Our priority will be to ensure that we have a strong base of competent and responsive staff. In order to do this, we must also secure financial support for our programs. We have, therefore, identified two further important strategic themes (for organization improvement) that will be important for enabling achievement of the program strategies, and these are:

- 3) Organizational effectiveness: to strengthen organizational capacity to provide high quality, responsive, and cost effectiveness programs. There are 3 objectives that PEPY tries to achieve under the third strategic theme. Those objectives are:
 - Update and fully implement the HR policy.
 - Update and utilize monitoring and evaluation system.
 - Review and utilize operational mechanisms (e.g. meetings, development supervision, retreat, and appraisal) to ensure they contribute to purposes of staff capacity development.

- 4) Resources Mobilization: to seek diverse sources for funding to support and sustain program implementation and organization learning/development. There are 3 objectives that PEPY tries to achieve under the fourth strategic theme. Those objectives are:
 - Develop fund raising/resources mobilization strategy
 - Innovate the LC to lead to the students generating income for PEPY via social enterprises.
 - Improve upon existing multi-sector partnerships and developed new partnerships

PROJECT OBJECTIVES, OUTPUTS, MAIN ACTIVITIES, INDICATORS, TARGETS, MEANS OF VERIFICATION AND ASSUMPTIONS/RISKS

Strategic objectives, indicators, means of verification (MoV) and milestones have been identified for each strategic theme. These will be the basis for annual planning, monitoring, reporting and annual evaluation of achievements.

DESCRIPTION	INDICATORS	TARGETS/ MILESTONES			MEANS OF VERIFICATION	ASSUMPTIONS AND RISKS
		2020	2021	2022		
Strategic Theme 1: Community Outreach Program- to empower dedicated young rural Cambodians to pursue higher education.						
Project 1: Provided basic English to high school students. Objective 1: Students in Kralanh and 28 Makara high schools improved English proficiency.	1.1. Out of 300 targeted students 65% (equal percentage of boy and girl) say they read English's book and communicate in English in PEPY English project/class.		300 students	300 students	<input type="checkbox"/> Survey <input type="checkbox"/> Teacher's observation	<input type="checkbox"/> Schools have flexible schedules allowing students to maximize their participation in PEPY's English project/class.
Output 1: Ensured sufficient numbers of students in grade 10, 11, and 12 at PEPY's targeted areas to participate the English project/class.	<input type="checkbox"/> 300 students registered for our English classes. <input type="checkbox"/> At least 300 students are recorded their attendance on a regular basis.		300 students	300 students	<input type="checkbox"/> Tracking record <input type="checkbox"/> Number of application received	<input type="checkbox"/> Students are too busy with their regular school programs. <input type="checkbox"/> The schools are not happy with Dream Project
Output 2: Maintained high monthly attendance rate in each English class.	<input type="checkbox"/> At least 85% of targeted students register in each English class.		300 students	300 students	<input type="checkbox"/> Attendance list <input type="checkbox"/> Tracking record	<input type="checkbox"/> Conflict schedule between PEPY's English class and school's programs
Output 3: Preserved high results of studying for individual student.	<input type="checkbox"/> Test's result (monthly, mid-term, homework, or final exam) will be at least grade C (or 75% of total score of 100) <input type="checkbox"/> Participation score will be above 75%.		300 students	300 students	<input type="checkbox"/> Score records	<input type="checkbox"/> Common or standard of exam/ score are jointly develop by PEPY, professional English training service provider and schools.
Activities to achieve output 1: <input type="checkbox"/> Cooperate with our target schools and sign MOU <input type="checkbox"/> Announce to the students and distribute application based on first come first serve. <input type="checkbox"/> Cooperate with qualify/professional English training service providers, i.e. Edemy, and the school teachers to run English classes.						
Activities to achieve output 2: <input type="checkbox"/> Make students' contract for regular attendance <input type="checkbox"/> Set as school requirement for the students to join English class. <input type="checkbox"/> Make the English class flexible and an interactive learning environment (employ team work, integrate technology, and independent self-learning)						
Activities to achieve output 3:						

<ul style="list-style-type: none"> <input type="checkbox"/> Develop and agree on standard or teaching model <input type="checkbox"/> Develop and agree on stages of implementing the learning program/class. For example: assessment and planning (stage 1); set-up class, system, and equipment/facility (stage 2); implementing/monitoring the learning program (stage 3); and evaluate learning/result (stage 4) <input type="checkbox"/> Set and agree on standard of exam and scoring <input type="checkbox"/> Integrate learning with teachers and learning through technology <input type="checkbox"/> Conduct regular/strictly monitor on attendant and participation of each student 						
Project 2: improved school library. Objective 2: Library program motivated students to study.	<input type="checkbox"/> Out of 1,000 student who used library 80% (equal percentage of boy and girl) say they had developed the habits of reading and lifelong learning after involving with library programs.	<input type="checkbox"/> 2 libraries <input type="checkbox"/> 1000 students	<input type="checkbox"/> 2 libraries <input type="checkbox"/> 1000 students	<input type="checkbox"/> School record	<input type="checkbox"/> Schools promote library activities. <input type="checkbox"/> Schools have flexible schedule that encourage students to use library.	
Output 4: Improved access to library.	<input type="checkbox"/> At least 1,000 students accessed to library resources per year.	1,000 students	1,000 students	<input type="checkbox"/> Library entrance records <input type="checkbox"/> Event reports and attendance records.	<input type="checkbox"/> The space is too small. <input type="checkbox"/> Not many interesting books for the students to read. <input type="checkbox"/> The students are too busy to participate in the event.	
Output 5: Students improved habit of reading.	<input type="checkbox"/> Librarian reported at least 5,000 books are borrowed per year, as result of an improved library	5000 books	5000 books	<input type="checkbox"/> Books borrowing and returning records	<input type="checkbox"/> Not enough books for the students.	
Activities to achieve output 4: <ul style="list-style-type: none"> <input type="checkbox"/> Work with the librarian to improve the library system (ensure the library is opened and available for the students) <input type="checkbox"/> Organized events to motivate students to read books: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organize reading campaign (to raise awareness about the importance of reading) <input checked="" type="checkbox"/> Invite writers (i.e. from room to read organization) to run writing and reading workshop <input checked="" type="checkbox"/> Organize debates to involve at least 200 students (100 students from each school), in each year. <input checked="" type="checkbox"/> Organize public speaking competitions to allow at least 40 students (20 students in each school) to participate, in each year. <input checked="" type="checkbox"/> Organize writing and reading workshops/competition for at least 100 students (50 students from each school) to participate, in each year. 						
Activities to achieve output 5: <ul style="list-style-type: none"> <input type="checkbox"/> Set reading recognition award for top readers with good comprehension. 						
Project 3: DM Objective 3: Increased percentage of high school graduates students continued higher education.	<input type="checkbox"/> Number of students (grade 12), where PEPY implements DM Program, registered for their higher education each year. ³	<input type="checkbox"/> 65% in Kralanh <input type="checkbox"/> 45% in 28 Makara <input type="checkbox"/> 30% in Varin	<input type="checkbox"/> 70% in Kralanh <input type="checkbox"/> 55 % in 28 Makara <input type="checkbox"/> 40% in Varin	<input type="checkbox"/> 75% in Kralanh <input type="checkbox"/> 60% in 28 Makara <input type="checkbox"/> 55% in Varin	<input type="checkbox"/> Survey with the students <input type="checkbox"/> Higher education records	<input type="checkbox"/> Pressure from family and neighbor (not encourages higher education).

³ 60% of Kralanh, 35% of Makara, and 16 % of Varin High Schools graduates continued their higher education in 2018

Output 6: Promote the interest of students (grade 10, 11 and 12) at PEPY's targeted areas to participate dream management project.	<input type="checkbox"/> Number of students registered for the project. <input type="checkbox"/> Out of 400 students 80% (equal percentage of boy and girl) say dream management project encouraged them to pursue higher education.	750 students	750 students	750 students	<input type="checkbox"/> Tracking record <input type="checkbox"/> Attendance list <input type="checkbox"/> Pictures	<input type="checkbox"/> Students are too busy with their regular school programs.
Output 7: Students achieve their short term goal.	<input type="checkbox"/> Out of 700 students 70% (equal percentage of boy and girl) say they had developed and achieved their short term goals, through participating events organized by dream management project.	750 students	750 students	750 students	<input type="checkbox"/> Students' dream/goal setting sheets <input type="checkbox"/> Survey with the students	<input type="checkbox"/> Pressure from regular school's programs, family and neighbour led to students lost motivation or procrastinated.
Activities to achieve output 6: <ul style="list-style-type: none"> <input type="checkbox"/> Organize inspiration campaign/announce to the students and communities <input type="checkbox"/> Develop students (beneficiaries) data management <input type="checkbox"/> Organize events to motivate students to participate: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1 Skills Fairs for 400 students <input checked="" type="checkbox"/> 3 Sharing Events (at least 300 students joining each event). <input checked="" type="checkbox"/> 3 study tours (based the student's grade and participation rate). <input checked="" type="checkbox"/> 18 Dream Talk sessions (two speakers will be invited for each session) <input checked="" type="checkbox"/> 30 lessons for Regular Classes (5 lessons for grade 12; 10 lessons for grade 11; and 15 lessons for grade 10) <input checked="" type="checkbox"/> Counselling sessions based on needed 						
Activities to achieve output 7 <ul style="list-style-type: none"> <input type="checkbox"/> Work with the students to set their short term goal, <input type="checkbox"/> Conduct regular monitoring on progress of the set short-term goal of each student and work with them to review and/or amend based on actual circumstances. 						
Project 4: Offered scholarship for higher education. Objective 4: Increased number of students, in our target areas, to complete university and/or vocational school.	<input type="checkbox"/> At least 90scholar students obtained bachelor degree or vocational degree <input type="checkbox"/> 90% of scholar students, who graduated, have confidence in finding skilled employment. <input type="checkbox"/> At least 80% of university graduated earned 250\$/month.	30 students	30 students	30 students	<input type="checkbox"/> Graduation records <input type="checkbox"/> Employment records <input type="checkbox"/> Employers' feedbacks <input type="checkbox"/> Certificates <input type="checkbox"/> Transcripts	<input type="checkbox"/> Not enough fund to support 30 students per year. <input type="checkbox"/> Quality of university and/or vocational school is low.
Output 8:	<input type="checkbox"/> 30 students awarded with the PEPY scholarship	30 students	30 students	30 students	<input type="checkbox"/> Student's transcript.	<input type="checkbox"/> Not many students meet the PEPY scholarship

Scholarship places provided annually to targeted high school graduates.	<ul style="list-style-type: none"> every year. At least 80% of scholar students get at least grade B 				<ul style="list-style-type: none"> Feedback from university and/or vocational school. 	criteria.
Output 9: Scholar students got internship or employment in year 2.	<ul style="list-style-type: none"> All scholar students got paid internship and/or employment jobs. 	30 students	30 students	30 students	<ul style="list-style-type: none"> Employment records Employers' feedbacks 	<ul style="list-style-type: none"> A lot of competitors for low skills/experience jobs. Low salary led to low motivate to apply for or create a job.
<p>Activities to achieve output 8:</p> <ul style="list-style-type: none"> Organize inspiration campaign/announce to the students and communities in our targeted areas Process the recruitment and select Settle all requirement for studying in Siem Reap town i.e. major/skills selected, university selected, accommodation, food allowances, and study material/facilities. Involve scholar students with the PEPY's career development center (to learn necessary skills, required for jobs, supplementing to the university/vocational schools). Conduct regular monitoring on progress of each scholar student Provide ad-hoc supports (based on actual needs) to individual scholar student to ensure they achieve targeted grade of their study Support the scholar students to plan for and implement community events (or community payback projects) 						
<p>Activities to achieve output 9:</p> <ul style="list-style-type: none"> Connect students to different employment opportunities. Work with National Employment Agency, invite them to provide workshop and submit the students' CV and cover letters. Provide employment preparation workshops for the students. Send students to participate in skills fair and other opportunities to meet employers. Provide ad-hoc supports (based on actual needs) in order to gain jobs. 						

DESCRIPTION	INDICATORS	TARGETS			MEANS OF VERIFICATION	ASSUMPTIONS AND RISKS
		2020	2021	2022		
Strategic theme 2: LC- to provide young Cambodians access to skills necessary for employment.						
Project 5: English Learning Programs (ELP). Objective 5: Increased confident of targeted students to apply English in daily life.	<input type="checkbox"/> 80% of students, who participate in the English classes, had confident in communicating through English language at the workplaces and schools.	60 students	60 students	60 students	<input type="checkbox"/> Students' self-evaluation <input type="checkbox"/> Results of exam/tests <input type="checkbox"/> Employer's feedback	<input type="checkbox"/> The students' starting level/capacity is too low.
Output 10: Promoted the interest of stakeholders to participate the English Learning Programs.	<input type="checkbox"/> 165 participants registered for the English Learning Program.	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	<input type="checkbox"/> Tracking record <input type="checkbox"/> Attendance list	<input type="checkbox"/> Cannot recruit non-scholarship students <input type="checkbox"/> Many of the scholarship students pass government scholarship so they cannot join the center program.
Output 11: Ensured high participation rates and high learning results.	<input type="checkbox"/> Student participated at least 90% of the learning programs <input type="checkbox"/> Individual participant got at least grade C (75% of total score) to be graduated.	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	<input type="checkbox"/> Results of regular tests, and mid-term/ final exams. <input type="checkbox"/> Score record <input type="checkbox"/> Attendance list	<input type="checkbox"/> Participants are too busy with their university/vocational schools' programs and/or with their careers/jobs and social/ economic events.
Activities to achieve output 10: <ul style="list-style-type: none"> <input type="checkbox"/> Organize inspiration campaign/announce to get the participants register for the English learning programs <input type="checkbox"/> Processes the recruitment and selection the participants (include scholar student) <input type="checkbox"/> Organize an orientation to let participants got familiarity with the English learning programs (topics, contents, methodologies, and requirement for graduation). <input type="checkbox"/> Classify participants based on their entrant levels of English. 						
Activities to achieve output 11: <ul style="list-style-type: none"> <input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project <input type="checkbox"/> Update learning curriculum (topics, contents and methodologies) <input type="checkbox"/> Conduct regular, practical and interactive English classes <input type="checkbox"/> Challenge participants with interactive events include, for example: <ul style="list-style-type: none"> <input type="checkbox"/> Different exchange programs (to practice their English). 						

<ul style="list-style-type: none"> ✘ Make communication with foreigner (at oversea) through email ✘ Conduct research on specific topic and write in English ✘ Perform role play by speaking in English ✘ Read English books, i.e. 15 books per year ☐ Provide ad-hoc counselling (based on needs) to improve the study results. 						
Project 6: ICT Project Objective 6: Increased confident of targeted students to apply ICT in daily life.	☐ 90% of students, who participate in the ICT, had confident in using ICT personal interest and in professional work.	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	☐ Survey ☐ Reports ☐ Employers' feedback	☐ Their jobs are not required ICT skills.
Output 12: Promoted ICT programs to stimulate students' interest.	☐ 165 participants registered for the ICT Program ☐ At least 30 lessons (related to ICT) are provided ☐ Each participant got at least grade C (75% of total score) to be graduated.	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	☐ Results of regular tests, and mid-term/final exams. ☐ Registration list ☐ Score record	☐ The students' starting level/capacity is too low. ☐ Teaching material and equipment are not up to date.
Activities to achieve output 12: <ul style="list-style-type: none"> ☐ Organize inspiration campaign/announce to get the participants register for the ICT programs ☐ Processes the recruitment and selection the participants (include scholar students) ☐ Organize an orientation to let participants got familiarity with the ICT programs (topics, contents, methodologies, and requirement for graduation). ☐ Classify participants based on their entrant levels of English. ☐ Set up M&E system to keep track on progress, challenge and lesson learn from project ☐ Update learning material (topics, contents and methodologies) ☐ Conduct regular and practical ICT sessions ☐ Conduct regular monitoring on progress, challenges and lesson learned 						
Project 7: Youth Empowerment (YE) Objective/project 7: Increased confident of participants in working as a team, dealing with problems, and communicating with other people.	☐ 75% of students, who participated Youth Empowerment, reported having confidence in working as a team, dealing with problems, and communicating with other people.	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	☐ Survey ☐ Employers' feedback ☐ Report	☐ Circumstances requires student to work alone. ☐ The levels of confidents are varied based on different situation.
Output 13: Stimulate students' interest participated Youth Empowerment.	☐ 165 participants registered for the YE programs. ☐ At least 20 topics (related to YE) are provided annually. ☐ Individual participant	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	☐ Topic list ☐ Students' pre/post test ☐ Students evaluation	☐ Too many unexpected events causing the delay or cancellation of the classes.

	involved at least 90% of YE's events/ activities					
Output 14: Participants achieved their short term goal.	<ul style="list-style-type: none"> ❑ At least 90% of the students (equal percentage of boy and girl) say they had developed and achieved their short term goals, through participating YE project. 	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	60 students (50% is PEPY's scholar students)	<ul style="list-style-type: none"> ❑ Students' goal setting sheets ❑ Survey with the students 	<ul style="list-style-type: none"> ❑ Students are too busy to work on their dreams. ❑ They might think short term goals are not important.
Activities to achieve output 13: <ul style="list-style-type: none"> ❑ Organize inspiration campaign/announce to get the participants register for the YE programs ❑ Processes the recruitment and selection the participants (include scholar students) ❑ Organize an orientation to let participants got familiarity with the YE programs (topics, methodologies, and self-preparation). ❑ Set up M&E system to keep track on progress, challenge and lesson learn from project ❑ Update learning curriculum, lesson plan and material (topics, contents and methodologies) ❑ Conduct regular, practical and participatory lessons (20 topics per year) <ul style="list-style-type: none"> ✎ Connect theories to the practical situation ✎ Apply the concept of team work and encourage practicing team work throughout the YE project intervention/activities. ❑ Conduct regular monitoring on progress, challenges and lesson learned 						
Activities to achieve output 14: <ul style="list-style-type: none"> ❑ Work with the students to set short and long term goals ❑ Follow up with the students and provide necessary counselling, if necessary. ❑ Conduct regular monitoring on progress of the set short-term and long-term goals of each student and work with them to review and/or amend based on actual circumstances. 						
Project 7: Objective 8 (Business/entrepreneurship skills development.): Stimulated participants' interest to run own business.	<ul style="list-style-type: none"> ❑ At least 4% of the students say they had confident in running business, through participating Business/entrepreneurship skills development conducted by PEPY. 	60 students	60 students	60 students	<ul style="list-style-type: none"> ❑ List of business operated. ❑ Fields observation 	<ul style="list-style-type: none"> ❑ Lack of capital investment for running business.
Output 15: Promoted Business/ entrepreneurship skills development program to stimulate interest of the scholar students.	<ul style="list-style-type: none"> ❑ 55 participants registered for the Business/ entrepreneurship skills development program annually. ❑ Individual participant involved at least 90% of events/ activities organized in Siem Reap province. 	60 students	60 students	60 students	<ul style="list-style-type: none"> ❑ Topic list ❑ Participants evaluations ❑ Event reports ❑ Attendant lists. 	<ul style="list-style-type: none"> ❑ Too many unexpected events causing the delay or cancelation of planned events/activities.

Output 16: Participants developed business plan to implement after the completion of the learning program.	<input type="checkbox"/> At least 50% of the participants developed their own business plan.	60 students	60 students	60 students	<input type="checkbox"/> Document of business plans.	<input type="checkbox"/> Lack of capital demotivated participants to develop business plan.
Activities to achieve output 15: <ul style="list-style-type: none"> <input type="checkbox"/> Organize inspiration campaign/announce to get the scholar students register for the Business/entrepreneurship skills development project. <input type="checkbox"/> Processes the recruitment and selection the participants <input type="checkbox"/> Organize an orientation to let participants got familiarity with the Business/entrepreneurship skills development project (topics, events, methodologies, and self-preparation). <input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project <input type="checkbox"/> Update learning curriculum, lesson plan and material (topics, contents and methodologies) <input type="checkbox"/> Conduct regular, practical and participatory lessons/events (up to 58 events per year) <ul style="list-style-type: none"> <input type="checkbox"/> 8 lessons on business/entrepreneurship skills (connect theories to the practical situation) <input type="checkbox"/> 10 lessons on Yoga, i.e. in collaboration with Azaha foundation. <input type="checkbox"/> 40 events related to football, art/dances/ music and social activities. <input type="checkbox"/> Conduct regular monitoring on progress, challenges and lesson learned 						
Activities to achieve output 16: <ul style="list-style-type: none"> <input type="checkbox"/> Work with the participants to develop business plan (since the beginning to the end of the Business/entrepreneurship skills development project) <input type="checkbox"/> Work with the participants to finalize their individual and/or collective business plan (at the end of the Business/entrepreneurship skills development project) <input type="checkbox"/> Support participants to implement their business plan (run business) if possible. 						

DESCRIPTION	INDICATORS	TARGETS			MEANS OF VERIFICATION	ASSUMPTIONS AND RISKS
		2020	2021	2022		
Strategic theme 3:Organizational effectiveness- Strengthen organizational capacity to provide high quality, responsive, and cost-effective programs.						
Objective 3.1: Updated and fully implemented the human resource (HR) policy.	<ul style="list-style-type: none"> ❑ HR Policy conforms to GPP standard. ❑ 90% of staff demonstrate full understanding of policy. ❑ 90% of staff report cohesive teamwork. 	Participated review/ update HR policy and implement	Implement and monitor	Implement and evaluate	<ul style="list-style-type: none"> ❑ HR Policy ❑ Staff surveys, evaluation reports 	<ul style="list-style-type: none"> ❑ Someone skilled is available to update HR policy and ground into implementation and evaluations.
Output 3.1.1: Competency profiles, for all positions, is developed and guided the annual capacity development priorities, performance (talent) management practices and new staff recruitment.	<ul style="list-style-type: none"> ❑ All staff complete competency profiles developed and use them every year for feedback purposes. 	Produce and implement.	Implement and monitor.	Implement and evaluate.	<ul style="list-style-type: none"> ❑ Staff signatures on CP forms ❑ Forms created and approved ❑ Performance/ supervision assessments reports/ records 	<ul style="list-style-type: none"> ❑ Board has time to support us on this; board members have HR experience; OR budget is available to hire consultant ❑ Accurate information/ comparisons available; NEA can support and approve this. ❑ Staff have enough time
Output 3.1.2: Reviewed/ revised salary scale (i.e. to address the variation of annual cost of living)	<ul style="list-style-type: none"> ❑ New salary scale includes position, salary range, qualification, and competency for each position. 	Review, revise, and implement.	Implement and monitor.	Implement and evaluate.		
Output 3.1.3: Applied consistent (individual) results based performance management standards at all levels of the organization.	<ul style="list-style-type: none"> ❑ Line managers review staff results and staff capacity development need, quarterly. 	One to one meeting (line manager and staff): 3 to 4 times	One to one meeting (line manager and staff): 3 to 4 times	One to one meeting (line manager and staff): 3 to 4 times		
Output 3.1.4: Strengthened lines of communication, coordination and guidance between staff and management on the design, delivery, evaluation and reporting of projects.	<ul style="list-style-type: none"> ❑ Communication guidelines in place. ❑ Staff report effective communication/teamwork and understanding of HR policies and communication structure. 	Produce and implement	Implement and monitor	Implement and evaluate		
Activities:						
<ul style="list-style-type: none"> ❑ Create staff competency forms 						

<ul style="list-style-type: none"> ❑ Collect information from other NGOs and our history to revise salary scales ❑ Research results based standards and make changes to HR policy ❑ Review and revise appraisal forms and procedure to reflect the revised HR policy and new staff performance (talent) management. ❑ Review and update communication guidelines and refresh with all staff regularly. ❑ Create shared calendars and other activity plans, share to all staff. ❑ Staff and line managers consistently update the teams and/or individual work calendar in the PEPY's shared calendar. 						
Objective 3.2: Updated and utilized monitoring and evaluation system. (to steer progress and reduce performance gaps)	<ul style="list-style-type: none"> ❑ 80% of donors/partners surveyed report positive standing of PEPY'S M&E system 	Develop and implement	Implement and improve	Implement and improve	<ul style="list-style-type: none"> ❑ Stakeholder survey and/or evaluation reports 	<ul style="list-style-type: none"> ❑ Skilled staff available to create accurate survey for donors OR budget is available for consultant
Output 3.2.1: New M&E system created Output 3.2.2: M&E training conducted Output 3.2.3: Student progress and program impact is tracked consistently across a variety of time periods Output 3.2.4: Feedback and reflections from students and employers are gathered and accumulated into the system.	<ul style="list-style-type: none"> ❑ Results-based and consistent M&E system demonstrates progress of program objectives and illustrates impact comprehensively. ❑ Staff demonstrate full understanding of and effectively apply M&E tools on a quarterly basis. 	Developed/implemented	Implemented/improved	Implemented/improved	<ul style="list-style-type: none"> ❑ Reports, photos, assessments, surveys, videos, student records, etc. ❑ M&E tools in place 	<ul style="list-style-type: none"> ❑ Staff have M&E qualifications OR we have budget to hire consultant to set up system.
Activities: <ul style="list-style-type: none"> ❑ Hire new M&E Officer ❑ Apply for using the OSCaR data Base ❑ Research and attend annual M&E trainings ❑ M&E system is reviewed and updated every year ❑ Staff track and record student data, feedback, and qualitative progress, input into M&E system ❑ Collect information from beneficiaries and conduct interviews 						
Objective 3.3: Reviewed and utilized operational mechanisms (e.g. meetings, retreat, and appraisal) achieved	<ul style="list-style-type: none"> ❑ 90% of staff demonstrate full understanding of the purpose of each operational mechanism and use them accordingly (for professional work and personal 	Review/revise/implement	Implement/improve	Implement/improve	<ul style="list-style-type: none"> ❑ Staff surveys, line manager meeting reports, evaluation reports 	<ul style="list-style-type: none"> ❑ Survey is accurate

purposes of staff capacity development.	development)					
<p>Output 3.3.1: All meetings have guidelines and purposes</p> <p>Output 3.3.2: Communication channels between staff are developed to facilitate clear understanding of activities and whereabouts.</p> <p>Output 3.3.3: Annual appraisal reviews conducted</p> <p>Output 3.3.4: Staff retreats are conducted which focus on capacity building and teambuilding</p> <p>Output 3.3.5: Line managers and staff meet to discuss issues, improvements, and facilitate clear and open communication</p>	<ul style="list-style-type: none"> ❑ Meeting guidelines in place. ❑ Communication channels between staff in place. ❑ Annual performance appraisal conducted consistently and for the purpose of developing staff capacity. ❑ Staff attend at least one external capacity-building training per year. ❑ Staff attend at least two team-building events/activities per year. ❑ Staff attend one staff retreat every 3 years ❑ Ad-hoc feedback between staff is encouraged and constructive 	Implement/develop/reviewed	Implement	Implement	<ul style="list-style-type: none"> ❑ Email invitations/agendas/certificates/photos ❑ Records of feedback during quarterly line manager review sessions ❑ Report/document of staff appraisal 	<ul style="list-style-type: none"> ❑ Budgets allow; ❑ Team environment allows for clear communication; ❑ Donors are willing to support capacity development costs.

- Activities:**
- ❑ Meeting guidelines established
 - ❑ Shared activity plan platform established (e.g. Google docs/calendar)
 - ❑ Review organizational structure to establish who reports to whom
 - ❑ Update and review existing annual performance reviews; train staff how to use new form
 - ❑ Organize and develop comprehensive staff retreat
 - ❑ Annual appraisal, line manager document priority for capacity development based on thorough discussion with individual staff and staff competency profile.

DESCRIPTION	INDICATORS	TARGETS			MEANS OF VERIFICATION	ASSUMPTIONS AND RISKS
		2020	2021	2022		
Strategic theme #4-Resources Mobilization: seek diverse sources for funding to support and sustain program implementation and organization learning/ development						
Objective 4.1: Develop fund raising/resource mobilization strategy.	<ul style="list-style-type: none"> ❑ PEPY's income consistently equals expenditures; funds are secured for the next year. 				<ul style="list-style-type: none"> ❑ Bank statements, ❑ MoUs, income/ expenditure reports 	<ul style="list-style-type: none"> ❑ Current and new donors are available and willing to continue support.
<p>Output 4.1.1: Resources mobilization tools (such as publications, evaluation study) communicated to stakeholders/clients about PEPY's project/service quality, measureable outcomes and cost efficiency.</p> <p>Output 4.1.2: Direct resources mobilization campaign which communicate the impacts/benefits of PEPY's program/services to identified stakeholders/ clients groups.</p> <p>Output 4.1.3: Upgraded PEPY website and Facebook using clear and simple language and look.</p>	<ul style="list-style-type: none"> ❑ Develop/update fundraising strategies and projects to be relevant with current funding/social media environment ❑ Fundraise enough to cover at least PEPY's expenditures (according to annual activity/budget plans) ❑ PEPY has updated and attractive marketing material aimed at both local and international audiences. ❑ Limit overhead costs to 25% of overall budget ❑ Website concisely and accurately presents PEPY's values and activities; operates smoothly and effectively 	Updated annually	Updated annually	Updated annually	<ul style="list-style-type: none"> ❑ Brochures, presentations, flyers, posters, social media posts, newsletters, etc. ❑ Website ❑ Income statements 	<ul style="list-style-type: none"> ❑ Donors continue to have interest in Cambodia; local audience is interested in donating
<p>Activities:</p> <ul style="list-style-type: none"> ❑ Research improved resource mobilization tools to communicate with stakeholders ❑ Conduct impact evaluations once every 3 years ❑ Share results of evaluation with key stakeholders (donors, partners, beneficiaries) ❑ Compile data, reports, and stories of change in an easily accessible way (e.g. info-graphics, etc.) ❑ Connect regularly with stakeholders ❑ Hire volunteers as needed based on funding/communications gaps 						

Objective 4.2: LC income generating policies and social enterprise initiatives are put in place.	<input type="checkbox"/> 0.2% of the annual expenditures are collected from Learning Center students	\$1,100	\$1,300	\$1,400	<input type="checkbox"/> Income/ expenditure report	<input type="checkbox"/> Students are willing and able to pay
Output 4.2.1: Students contribute money to the LC as nominal fee and deposit	<input type="checkbox"/> At least \$2000 is collected from non-Scholarship ** center students by 2022	\$600	\$700	\$700	<input type="checkbox"/> Donation tracking list <input type="checkbox"/> Income report <input type="checkbox"/> Contracts/ agreements with ** center students	<input type="checkbox"/> Students stay year-long OR we are able to replace exited students
	<input type="checkbox"/> At least \$1800 is donated/fundraised by PEPY alumni	\$500	\$600	\$700		<input type="checkbox"/> Alumni follow their contracts <input type="checkbox"/> Non-scholarship students are willing to pay
Activities: <ul style="list-style-type: none"> <input type="checkbox"/> Upgrade requirements for LC <input type="checkbox"/> Collect money once every quarter <input type="checkbox"/> Produce student contracts 						
Objective 4.3: Improved upon existing multi-sector partnerships and developed new partnerships.	<input type="checkbox"/> 80% of existing partners continue to fund PEPY, this gap is filled by new partnerships				<input type="checkbox"/> Partner/donor list, MoUs	<input type="checkbox"/> Partner/donors are available
Output 4.3.1: New partnerships for similar objectives are built Output 4.3.2: New sources of income are found Output 4.3.3: New international partnerships are developed.	<input type="checkbox"/> 5+ project partnerships built by 2022 (with a focus on maximizing project impact/building new skills for our beneficiaries)	1	2	2	<input type="checkbox"/> MoUs with partners <input type="checkbox"/> Meeting invitations (email)/agenda s/schedules <input type="checkbox"/> Reports, photos <input type="checkbox"/> Emails	<input type="checkbox"/> Local partners are available and willing to collaborate <input type="checkbox"/> International schools' curricula have focus on global citizenship/int'l development <input type="checkbox"/> Partners want updates
	<input type="checkbox"/> 3+ new funding partners by 2022	1	1	1		
	<input type="checkbox"/> 2+ new international exchange programs to Cambodia are set up by 2022 (with minimum donation, perhaps international visits in addition) <input type="checkbox"/> Partners receive activity updates at least once per	1	0	1		

	quarter					
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Activities:

- Research and approach new donors/partners
- Update donors at least once every quarter
- Develop potential partners/ donors list

DRAFT

HOW WE WILL MEASURE PROGRAM IMPACT

There are three questions that lie at the heart of our monitoring and evaluation of program's impact. First, are we doing what we say we are doing? Second, are we measuring what we say we are doing? Third, what evidence do we have to support these claims? We have developed a set of indicators to allow us to monitor and assess the progress and achievement of objectives against each of the strategic/program theme. In addition, PEPY's internal design, monitoring and evaluation framework will provide evidence on the effects of program/projects we plan and implement. PEPY team also conducts regular reflection on progress and challenges of projects' implementations and to identify areas where learning and development has taken place. Additional monitoring tools will be selected to ensure data collection at 'higher' levels or stages of the results chain, that will be used to inform staff working on the quarterly/annual reports and for programs/projects' evaluations (that will focus more on outcome/impact measures).

We have created the results chain, see Diagram 2 below, that explicitly shows the results we expect from our work

Implementation Planning

PEPY staff will conduct an annual meeting toward the end of each fiscal year to review/reflect on the past achievements of the year and plan for the forthcoming year. The Strategic theme, objectives, indicators, main activities and targets will be reviewed, and each project team will continue to develop their own sub-activities to guide their implementation. Before the end of the year, the annual plans are developed, and, the organization starts each year with an annual plan in place.

Monitoring and Evaluation

Monitoring is conducted in a variety of ways such as daily review/reflections and evaluations of program/project activities. The daily monitoring/ evaluation will steer and strengthen day to day program/project implementation leading to enhanced organization practice. Formal monitoring is achieved by each project team conducting a review of its activities and achievements at monthly, quarterly, and annual meetings.

There will be a full external evaluation of the implementation and impact of this strategic plan in late 2021 to inform staff when we are in the process of developing our new strategic planning.

Our monitoring and evaluation will continually ensure that gender is systematically reflected in program's needs analysis and reporting. PEPY is committed to proactively address gender issues through the design, monitoring and evaluation stages in all of our programs.

Summary of Direct Beneficiaries

Project	Year 1	Year 2	Year 3	Total
English in High School		300	300	600
Library in High School		1000	1000	2000
Dream Management	700	700	700	2100
Scholarship	30	30 (New)	30 (New)	90
English	60	60(New)	60(New)	180
Information & Communication Technology	6055	60(New)	60(New)	180
Youth Empowerment	6055	60(New)	60(New)	180
Total				5,330

The indirect beneficiaries will be calculated by 5 per one direct beneficiary. This is estimated to be 26,650 people. This only considers the average number of parents, brothers, and sisters of our direct beneficiaries while the impact through the community give back projects and students' future work is far greater than that.

Reporting

Report will be developed in a variety of ways according to the stakeholders concerned. Quarterly reports are prepared for the Board and relevant government departments. The organization produces an Annual Report for relevant stakeholders. Audits and donor reports are produced as required based on grant requirements or donors' expressed wishes.

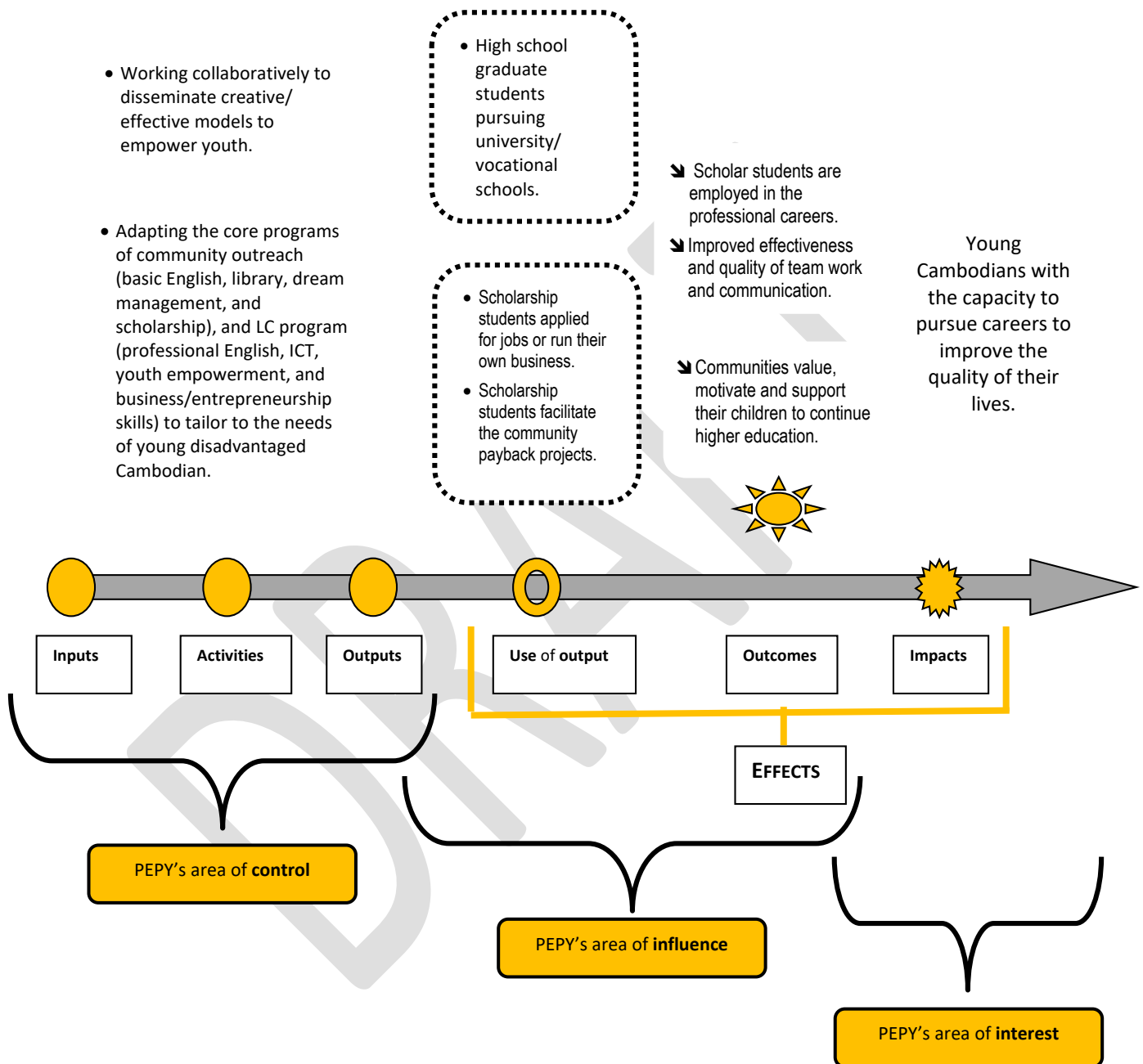
BUDGET

OVERALL BUDGET FOR THE PERIOD OF 2020 - 2022

Programs	FY 2020	FY2021	FY 2022	Total Budget
Capacity Building	4,550.00	4,550.00	4,550.00	13,650.00
Dream Management (DM) Program	69,800.00	63,800.00	63,800.00	197,400.00
High School English Project		17,000.00	17,850.00	34,850.00
High School Library Project		10,000.00	10,500.00	20,500.00
English Learning Project (ELP)	18,279.00	18,563.00	18,861.00	55,703.00
Information and Communication Technology (ICT) Project	27,261.00	21,909.00	22,376.00	71,546.00
Youth Empowerment (YE) Project	20,940.00	21,303.00	21,684.00	63,927.00
Scholarship for Higher Education (SHE) Program	70,968.92	110,940.92	222,912.92	404,822.75
Total Program budget	211,798.92	268,065.92	382,533.92	862,398.75
Fundraising	24,925.00	24,925.00	24,925.00	74,775.00
Management & General Costs	18,453.00	18,453.00	18,453.00	55,359.00
Total Budget	255,176.92	311,443.92	425,911.92	992,532.75

Diagram 2: The PEPY Results Chain

This diagram gives a simplistic overview of how PEPY's interventions will bring about outputs that will lead to us realizing our vision.



Appendix 1: Relationship between PEPY and its stakeholders

1. Young Cambodian students (the key drivers of change): PEPY's primary beneficiaries.

PEPY provides:

- Basic English training (for high school students)
- Library (for high school students)
- DM Program (guidance to achieve short and long-term goals)
- SHE (university and/or vocational school)
- LC:
 - ELP
 - ICT skills
 - YE
 - Business/entrepreneurship skills

PEPY receives:

- Merit/honor
- The spread of PEPY services, projects and reputation
- Experience with youth empowerment
- Acknowledgement of making positive impacts on the lives of young disadvantaged Cambodian and their communities.

2. High school, Universities and Vocational training centers: A space to build new connection/friendship for our staff and students.

PEPY provides:

- Partnership/collaborations to implement all or part of PEPYs' programs
- Regular visits/discusses about PEPY's programs and PEPY's targeted direct program beneficiaries (the students)
- Feedback to improve quality
- tuition fees coverage for PEPY's scholar students
- Promoted reputation

PEPY receives:

- Partnership/collaboration to implement all or part of PEPYs' programs
- Regular monitor and progress of PEPY's direct beneficiary (the students)
- Feedback on PEPY services/programs
- Experience with partnerships that lead to development of scaled program and results
- Acknowledgement of collaboration

3. Communities (specifically the parents of the students)

PEPY provides:

- Encouragement to inspire parents to value higher education and support their children to pursue higher education.
- Regular discussion about explanations of types of support and collaborations PEPY needs from them.
- Motivation to get the parents involved with relevant school activities in their communities.
- Information about scholarship availability and other opportunities to support their children to pursue higher education.
- Regular updates on the progress of their children's study and their children's lives in Siem Reap city.

PEPY receives:

- Assistance in motivation/encouragement from the parents for our students to stay in higher education programs.
- Assistance in mental and overall health support from the parents for our students during their study.
- Parents Encouraging their communities (their neighbors) to value higher education
- Parents spreading information about PEPY's services/programs in their communities.

4. Local authorities

PEPY provides:

- Information about priorities services/programs to be implemented in their areas.
- Information about the types of support/collaboration and level of participation that PEPY will need from them.
- Regular reports (progress, impact, challenge, and lesson learned) of PEPY services/programs.

PEPY receives:

- Input on the design, implementation, and monitoring and evaluation of PEPY's programs.
- Mutual collaboration and participation with PEPY's programs.
- Support for students to implement payback projects in their communities.

5. Funders/Donors

PEPY provides:

- Information about priorities services/programs to be implemented to respond to the need of the communities.
- Regular reports (on progress, impact, challenges, and lesson learned) of PEPY services/programs.
- Periodic updates about development contexts affecting PEPY's programs
- Regular updates about changes happening in PEPY organization

PEPY receives:

- Funding, technical, and capacity development support
- Feedback and input into PEPY's programs and the organization

6. Service Provider (company/organization/individual who provides materials/products)

PEPY provides:

- Experience sharing
- Mutual collaboration
- Fees for services/material
- Feedback to improve services

PEPY receives:

- Mutual collaboration and participation with PEPY's programs
- Input/feedback into the design, and, monitoring and evaluation of PEPY's service/programs
- Skills/expertise to supplement with PEPY services/programs
- Material and facilities needed for PEPY office and programs

7. NGO partners/NGO networks/NGOs who operate in our targeted areas

PEPY provides:

- Mutual collaboration
- Experience sharing: best practices, challenges and lessons learned
- Regular updates about development context/trend
- Voices to support solidarity purposes.

PEPY receives:

- Mutual collaboration and participation with PEPY's programs
- Regular update and sharing about development context/trend
- Input/feedback into the design, and, monitoring and evaluation of PEPY's service/programs
- Skills/expertise to supplement with PEPY services/programs
- Co-funding for specific PEPY programs
- Solidarity and mutual support, when needed

8. Private Companies

PEPY provides:

- Mutual collaboration and partnership to scale services
- Quality human resources
- Acknowledgement of their contribution to positive impacts on the lives of young disadvantaged Cambodian and their communities.
- Qualified and skilled Cambodian youth that can be employed

PEPY receives:

- Mutual collaboration and participation with PEPY's programs
- Input/feedback into the design, and, monitoring and evaluation of PEPY's service/programs
- Potential to leverage companies to develop partnerships and consider investing in PEPY's programs to produce additional skilled labor.

9. BoD and Volunteers

PEPY provides:

- A shared vision, mission, goal and values
- Acknowledgement of making positive impact on lives of young disadvantage Cambodian and their communities.
- Information about priorities services/program to be implemented to respond to the need of the communities.
- Regular reports (progress, impact, challenge, and lesson learned) of PEPY services/programs.
- Periodic updates about development context affecting PEPY's programs
- Regular updates about changes happening in PEPY's organization and programs.

PEPY receives:

- The BoD representing PEPY in public
- Strategic leadership and overseas connections for our organization
- Periodic updates about development contexts/trends affecting PEPY's programs
- Strategic direction for PEPY's programs
- Feedback and input into PEPY's program design, implementation, and monitoring evaluation and reporting.
- Technical and capacity development support

Appendix 2: Strengths, Weaknesses, Opportunities and Threats

<p>Strengths:</p> <ul style="list-style-type: none"> ☒ PEPY’s reputation is built on: <ul style="list-style-type: none"> ➤ 15 years’ experience empowering youth ➤ Holistic programs to empowering youth ➤ Having deep local knowledge ➤ Good relationship with stakeholders/partners ➤ Ability to connect students to different scholarship/job opportunities ➤ Produce qualify future employees (skills and attitude) ☒ Good governance, with transparent policies and procedures (GPP certification) ☒ Committed to being a learning organization <ul style="list-style-type: none"> ➤ Conduct regular reflection ➤ Provide opportunity and support staff capacity development. ☒ Quality assurance in place: <ul style="list-style-type: none"> ➤ Comprehensive design, M&E framework ➤ Conduct end of program/project evaluation ➤ Mechanisms to allow regular feedback/ communication with students and other stakeholders. ☒ Loyalty, talented, and highly responsible staff with good team-work. ☒ Demonstrated ability to work in multi-sector partnerships, including with the private sector, to upscale and impact communities. ☒ Strong collaboration and support from local authorities, schools, and communities. ☒ Strong network with fund raising opportunities 	<p>Opportunities:</p> <ul style="list-style-type: none"> ☒ Education is still the priority of Cambodia’s national plan. ☒ More call for work focused on youth development from both the government and donors <ul style="list-style-type: none"> ➤ The government creates the youth dialog mechanism ➤ USAID/PACT provide grants for youth and entrepreneurship. ➤ Provincial Department of Education Youth and Sport (PoEYS) recognizes PEPY’s work ☒ More calls for working in partnerships: <ul style="list-style-type: none"> ➤ More NGOs are interested in collaborating with PEPY. ➤ More international schools are interested in doing exchanges with PEPY ➤ Good cooperation between PEPY and Irish partners, Irish Aid is highly accepting of the staff who meet the International English Language Testing Systems (IELTS) criterial. ➤ Staff and students regular participate in international exchange programs. ☒ Job market requires soft skills, ICT and language—Employers look for PEPY students to join their work force. ☒ More Cambodians are starting to see value of paying in forward in their communities <ul style="list-style-type: none"> ➤ Scholarship graduates are willing to give back ☒ Number of youth, demographically 50%+ -- need our service.
<p>Weaknesses:</p> <ul style="list-style-type: none"> ☒ PEPY is restricted by its dependence on donor/ short-term funding. ☒ Staff uncertain of clear structure/ role division ☒ Inconsistent documentation and dissemination of learning 	<p>Threats:</p> <ul style="list-style-type: none"> ☒ Cambodia is officially turning to upper low income country, leading to donors turning away from Cambodia. ☒ ASEAN integration—new firms might allow outsiders to bring experts form outside; opening job opportunities internationally may

<ul style="list-style-type: none"> ✘ Need to strengthen internal communication and application of mechanisms in order to: <ul style="list-style-type: none"> ➤ Be consistent with critical reflection and performance. ➤ Reduce hierarchy among staff. ➤ Short sighted lack of information flow, both in email or in person. ➤ Have clear goal, and effective meetings ➤ Effective in delegating task and supporting staff (i.e. back on working style) ➤ Encourage staff to be proactive to seek help/ support in time. ➤ Make staff feel comfortable to give feedback to senior staff/management team. ➤ Promote trust and the spirit of team work. ✘ Professionalism among staff— all staff have the potential, but we need to capitalize on everyone’s skill sets. ✘ Fundraising strategy is not extensive: <ul style="list-style-type: none"> ➤ Don’t have enough strong connections and support to cover all funds through grant agreements ➤ Don’t have external/international staff support for fundraising. ✘ Small and messy office, and old facility/materials. 	<ul style="list-style-type: none"> lead to outside employment rather than employing local people. ✘ School ICT projects are beginning to be implemented at high school level, making our current ICT curriculum irrelevant in the future. ✘ New NGO laws—could be harmful for our program. Pension fee from all organizations will lead to increases in admin cost. ✘ European view toward political atmosphere in Cambodia—becoming less democratic. ✘ Political climates (US Vs. China) ✘ Fee for university/vocational school increases ✘ Getting less support from provincial and national level as our work is small. ✘ Mechanism of government related migration—government seems to support ideas of migration.
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Appendix 3: Cambodia's development context

Overview

Cambodia remains an aid dependent country and has received steady increases in Official Development Assistance (ODA) from USD 713.2 million in 2006, USD 1.09 billion in 2010, to USD 1.34 billion in 2015⁴. Funds allocated to the education, health/HIV aid, and social welfare sectors represented more than 30% of all assistance in 2013. Development partners (DPs) are providing more direct funding to the government for program delivery, in line with the Paris Declaration on Aid Effectiveness. DPs continue to emphasize their concern about issues such as good governance and results-based management.

Cambodian economic growth of recent years and the decentralization processes have driven change in many aspects of Cambodia society.⁵ In 2016, the country achieved the criteria for being classified as Lower Middle Income Status, which lead to shifts in the aid and DPs profile. Some DPs and international non-governmental organizations (NGOs)⁶ are choosing to close or reduce their Cambodia programs, often to refocus attention away from Cambodia and into other countries like Myanmar.

Over the last two decades, the Government's Rectangular Strategy has positioned growth, employment, equity, and efficiency, along with good governance, as central components of the government's economic policy. A Cambodia Vision 2030 initiative – coordinated by the Supreme National Economic Council – will guide the development agenda going forward.⁷

Despite Cambodia's impressive transformation, multiple and interconnected political, economic, and social barriers are restricting advancement of inclusive and equitable growth and greater poverty reduction⁸, as well as the sustainability of growth itself.⁹ For example, poverty reduction has been uneven, and inequality and income disparities have increased. Access to health care services varies significantly across a range of populations.¹⁰ Also, social protection mechanisms are weak. Many young people leave school without getting the skills required by the employment market.¹¹ There is also lack of law enforcement and access to justice to address human rights abuses, along with widespread impunity, limited accountability and extensive corruption.

Government reform program

The National Program for Sub-National Democratic Development (NP-SNDD) 2010-2019 is a centerpiece of Cambodia's transition towards democratic governance, and, provides a unique opportunity to address poverty reduction, promote equitable access to basic services, and strengthen political voice. The initial implementation phase focused on establishing unified sub-national administration, through elected commune, district and provincial-level councils, and putting in place standardized management systems.

While the election of sub-national Commune/Sangkat, District/Municipal and Provincial/Capital Councils opens up space for the participation of citizens and civil society in public-decision making, this space has to yet be filled with social and political practices. The political decentralization has not necessarily been accompanied by significant administrative and fiscal decentralization (CDRI 2013). This, in turn, has constrained subnational governments from playing a major role in socioeconomic development. The governance reforms have not had significant and meaningful

⁴ Source: Council for the Development of Cambodia. Development Cooperation and Partnerships Report 2016

⁵ CDRI (2013) Cambodia's Development Dynamics: Past Performance and Emerging Priorities, Cambodia's Development Resource Institute.

⁶ Mortensen, C (2013) *Future Role of INGOs in Cambodia*, Oxfam America

⁷ CDRI (2014) "ASEAN 2030: Growing Together for Economic Prosperity – the Challenges: Cambodia Background Paper", CDRI Working Paper Series, No. 90 (January 2014).

⁸ CDRI (2012) "Understanding Poverty Dynamics": Evidence from nine Villages^{[[1]]} in Cambodia, CDRI Working Paper Series, No. 69

⁹ CDRI (2012) "Inclusive Growth for Cambodia": Putting Theory into Practice, Cambodia Outlook Brief, #2

¹⁰ Ministry of Health "Fast Track initiative Road Map for Reducing Maternal and New-born Mortality: 2010-2015", Phnom Penh, Cambodia.

¹¹ Madhur, S (2014) "Working Paper Series No. 98: Cambodia's Skill Gap: An Anatomy of Issues and Policy Options", Cambodia's Development Policy Research Institute.

impacts on the democratic deepening of the Cambodian state, as accountability, representation and responsiveness are at times replaced or even displaced by a top-down practice of neo-patrimonial orders. A World Bank study¹² identifies four areas of key importance for enhancing governance accountability in Cambodia: information, voice, association, and participation and constructive dialogue.

The education reform strategy

CDRI Annual Development Review (2013-14) reported that public spending on education services in Cambodia is pro-poor at primary level and progressive at lower secondary level, while the nature of spending on upper secondary schooling remains inconclusive. The report has also highlighted a large disparity in public spending on education services across regions, especially between urban and rural, at upper secondary school. The report suggested that at upper secondary level, existing government expenditure should be reallocated to give more priority to rural areas. This can be achieved by increasing educational opportunities, implementing food support programs, and providing monthly allowances for students from remote areas.

The Government's Rectangular Strategy, Phase IV gave top priority to develop human resource in Cambodia. The Ministry of Education, Youth and Sport (MoEYS)¹³ is committed to achieve the side #1 on "strengthening quality of education on science and technology" by giving priorities to: (1) strengthen quality of teachers; (2) strengthen scope of education for all levels; (3) strengthen holistic auditing for all schools; (4) encourage education on technology at secondary school; (5) educate life skills that fit with job's market; (6) develop education program and holistic guide book; and (7) prepare for Sea Game in 2023.

MoEYS has set-up its foundation goal for sustainable development in education by 2030 and strategic plan 2019 – 2023 for education sector which included two policies: (1) ensure quality, inclusive and equitable education, and promote opportunities for life-long learning for all. (2) Ensure efficiency, leadership and management of all levels of officers of education.

In order to contribute to the Government's rectangular strategy phase IV and the education sector's strategic plan 2019 – 2023, MoEYS has developed a reform strategy for management of education as following:

- Reform the management of education: focuses on regular evaluation of student learning, improve teaching method, and include the quality of citizenship into the education program and guide book.
- Reform the management of administration: focuses on ensuring participation of student's parent and local communities.
- Reform the management of finance: focuses on autonomous and accountable finance in each school, conducting regular audit on education's budget and increase the distribution of the budget link with education policy.
- Reform the management of human resource: focuses on building teacher's capacity and conducting appraisal on performance of officers of education.

The labor force skills gap

The fifth policy priorities for Cambodia's sustainable growth¹⁴ addressed the labor force skills-private sector needs mismatch through: (a) Mobilizing and coordinating resources to upscale the technical and vocational education training (TVET) schemes by developing innovative frameworks for public - private partnerships and (b) adopting a holistic approach that addresses problems at all levels of Cambodia's education system. The Cambodia's Industrial Policy (IDP) 2015-2025, highlighted a new growth strategy aimed at transforming and modernizing industrial structure from a labor

¹² World Bank 2009: Cambodia Linking the Citizens and the State

¹³ Speech of Mr. Thoug Rithy (director of department of special education of MoEYS) during the official opening remark of the 7th National Forum on inclusive education.

¹⁴ A product of the 2012 Cambodia outlook conference.

intensive to a skill-based one, as well as linking Cambodian industry and economy with the global value chain and integrate them into regional production networks. The government has also launched various employment and human development policies such as National Employment Policy (NEP) 2015-2025 and National Technical and Vocational Education and Training Policy 2017-2025 in order to enhance skills and human resources development to meet the country's development and market demands.

The CDRI's working paper series No. 98¹⁵ and the report of the employer survey (conducted by the National Employment Agency, in May 2017) presented an emerging skill gap – a shortage of skilled human resources even for low-to-medium skill intensive industries – that could impose human costs and constraints on Cambodia's economic growth and development. There is a widening gap¹⁶ between the skills that industries and businesses need and what the education institutions, whether academic or vocational training, are producing.

Cambodia's skill gap is emerging at a time when the Association of Southeast Asian Nations (ASEAN) is preparing to launch the ASEAN Economic Community (AEC) in 2015. The AEC will allow a freer movement of certain kinds of skilled labour across national borders. That could put further pressure on the country's growing but inadequately skilled young workforce.

Cambodia's emerging skill gap can be seen as the sum of two educational gaps: a schooling gap and a learning gap. The schooling gap arises because of low enrollment rates, high dropout rates and low completion rates at various levels of education. The learning gap arises because students are not learning enough workplace skills that are demanded by the labor market, even if they go to school, stay there, and complete their respective grades and college degrees.

Gender and violence against women

Cambodian women are progressively enjoying wider freedoms and claiming their rights. They have benefited from increased employment opportunities and broader economic development. Cambodia has a national legal and policy framework to protect women's rights including the Law on the Prevention of Domestic Violence and Protection of Victims of 2005, Criminal Procedure Code 2007, the Law on Suppression of Trafficking in Humans and Sexual Exploitation of 2008 and the National Action Plan to Prevent Violence against Women 2014 – 2018.

However, women's rights are often infringed because their protection in Cambodia is still underdeveloped. Women are expected to follow social norms and beliefs that allow men to enjoy their 'gender privilege' and confine women to household roles. At the same time the family's economic status pressures women to engage in income-generating work. Women still have limited control over their sexual and reproductive health. They are still under-represented in public decision-making positions.

Violence against women persists and is tolerated within cultural attitudes, which generally blame the victim.¹⁷ There is still a prevalence of domestic violence, rape, human trafficking, sexual exploitation, labor exploitation, and sexual harassment at work. Additionally, gangs and male youth are associated with violence against women and rape, frequently linked to high rates of gambling and alcohol abuse that are also tolerated.

Migration has had a serious effect to the life style of youth in communities

There were increasing number of children going to school¹⁸ (almost 100% of children are enrolled for school). However, there is an emerging issue of teenagers and youths dropping out before they complete secondary school. The growing demand for labor abroad and in Cambodian urban

¹⁵ Cambodia's Skill Gap: An Anatomy of Issues and Policy Options (CDRI Publication in August 2014)

¹⁶ There were high skills gaps within the construction and the finance and insurance sector (44.0% and 41.3%, respectively)

¹⁷ Ministry of Women's Affairs of Cambodia (2014) Cambodia Gender Strategic Plan - Neary Rattanak IV (Five-year Strategic Plan for Gender Equality and Women's Empowerment 2014–2018).

¹⁸ Focus group discussions with school principals, teachers and villagers in 7 villages in 3 provinces of Prey Veng, Kampong Cham and Siem Reap (in 2019).

areas/cities (i.e. for garment industries, entertainment, and tourist sectors) have provided opportunities for villagers to earn their living. The youths/ teenagers are strongly persuaded by their families to drop out of school in order to get jobs in these industries.

The growth of the industrial sector caused both positive and negative impacts to the youth/ teenagers and their communities. At the positive side, the industrial provides jobs and incomes (although they get low salary due to no skill and experience) help improve the living condition of the communities. However, at the negative side, it impacts the social development of youths/ teenagers. They quickly conform to materialistic ideals and they often commit to drug and sexual misbehavior, etc. This causes a lot of negative social issues, when incidences of rape and sexual assault, unplanned pregnancy, domestic violence and exploitation are prevalent.

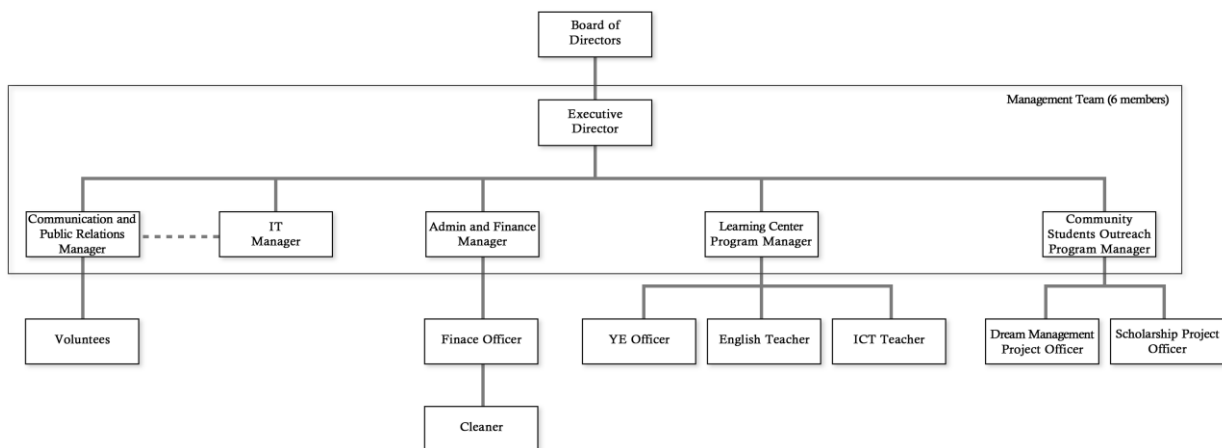
The private sector

The private sector has been, and increasingly will be, a significant driver of economic growth in Cambodia. The traditional view of aid and development is changing among the international donor community and governments. There is increased recognition that the public sector needs to engage more with the private sector to achieve social development goals. The UN Development Assistance Framework 2011-2015 includes a focus on promoting public-private partnerships to facilitate integrated responses to climate change, resilient local development and economic diversification in both urban and rural areas. It has a focus on increasing decent employment opportunities, especially those targeting young people and women who have limited access to appropriate vocational training, business support services and financial resources. There are increasing expectations for CSOs to engage in partnerships with the private sector in order to leverage corporate social responsibility funding, and also to seek opportunities to become social enterprises.

Appendix 4: Organizational Structure



Organizational Chart



Appendix 5: Annual Activities Plan

ACTIVITIES PLAN 2020 - 2022

Key Objective	Outputs	Key Activities	Year		
			2020	2021	2022
Strategic theme #1_ Community Outreach Program: to empower rural dedicated young Cambodians to pursue higher education.					
Objective 1:	Provided basic English to high school students.				
	Output 1:	Ensure sufficient numbers of students in grade 10, 11, and 12 at PEPY's targeted areas participate the English project/class.			
	Activities:	<input type="checkbox"/> Seek funding	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Implement the project		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Cooperate with our target schools and sign MOU	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Announce to the students and distribute application based on first come first serve.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Cooperate with qualify/professional English training service providers, i.e. Edemy, and the school teachers to run English classes.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 2:	Maintain high monthly attendance rates in each English class.			
	Activities:	<input type="checkbox"/> Make students' contract for regular attendance		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Set as school requirement for the students to join English class.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Make the English class flexible and an interactive learning environment (employ team work, integrate technology, and independent self-learning)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 3:	Obtain high results on exams for students			
	Activities:	<input type="checkbox"/> Develop and agree on standard or teaching model		<input checked="" type="checkbox"/>	
		<input type="checkbox"/> Develop and agree on stages of implementing the learning program/class. For example: assessment and planning (stage 1); set-up class, system, and equipment/facility (stage 2); implementing/monitoring the learning program (stage 3); and evaluate learning/result (stage 4)		<input checked="" type="checkbox"/>	
		<input type="checkbox"/> Set and agree on standard of exam and scoring		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Integrate learning with teachers and learning through technology		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Conduct regular/strictly monitor on attendant and participation of each student		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 2:	improved school library.				
	Output 4:	Improved access to library.			
	Activities:	<input type="checkbox"/> Seek funding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

		<input type="checkbox"/> Work with the librarian to improve the library system (ensure the library is opened and available for the students)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize events to motivate students to read books:		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize reading campaign (to raise awareness about the importance of reading)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Invite writers (i.e. from room to read organization) to run writing and reading workshop		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize debates to involve at least 200 students (100 students from each school), in each year.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize public speaking competitions to allow at least 40 students (20 students in each school) to participate, in each year.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Organize writing and reading workshops/competition for at least 100 students (50 students from each school) to participate, in each year.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 5:	Students improve their reading habits			
		Set reading recognition award for top readers with good comprehension.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 3:	Increased percentage of high school graduates students continued higher education.				
	Output 6:	Promoted the interest of students (grade 10, 11 and 12) at PEPY's targeted areas to participate in the Dream Management Program.			
		<input type="checkbox"/> Expand to new schools (add two more schools)	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Integrate government teachers to take some roles in Dream Management Project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize inspiration campaign/announce to the students and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Develop students (beneficiaries) data management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize events to motivate students to participate:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 1 Skills Fairs for 400 students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 3 Sharing Events (at least 300 students joining each event).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 3 study tours (based the student's grade and participation rate).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 18 Dream Talk sessions (two speakers will be invited for each session)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> 30 Lessons for Regular Classes (5 lessons for grade 12; 10 lessons for grade 11; and 15 lessons for grade 10)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Counselling sessions based on needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 7:	Students achieved their short term goal.			
	Activities	<input type="checkbox"/> Work with the students to set their short term goal,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct regular monitoring on progress of the set short-term goal of each student and work with them to review and/or amend based on actual circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Make Decision on phasing out out Kralanh High and 28 Makara High Schools			<input checked="" type="checkbox"/>
Objective 4:	Increased number of students, in our target areas, to complete university and/or vocational school.				

	Output 8: PEPY Scholarship provides annually to targeted high school graduates.			
	<input type="checkbox"/> Expand to new target school		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Decrease number of students Kralanh High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Make decision on phasing out Kralanh High School			<input checked="" type="checkbox"/>
	<input type="checkbox"/> Organize inspiration campaign/announce to the students and communities in our targeted areas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Process the recruitment and select	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Settle all requirements for studying in Siem Reap town i.e. major/skills selected, university selected, accommodation, food allowances, and study material/facilities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Involve scholar students with the PEPY's career development center (to learn necessary skills, required for jobs, supplementing to the university/vocational schools).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Conduct regular monitoring on progress of each scholar student	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Provide ad-hoc supports (based on actual needs) to individual scholar student to ensure they achieve targeted grade of their study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Support the scholar students to plan for and implement community events (or community payback projects)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 9: General scholarships provided annually to targeted high school graduates.			
Activities:	<input type="checkbox"/> Connect students to different employment opportunities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Work with National Employment Agency, invite them to provide workshop and submit the students' CV and cover letters.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Provide employment preparation workshops for the students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Send students to participate in skills fair and other opportunities to meet employers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Provide ad-hoc supports (based on actual needs) in order to gain jobs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strategic theme #2_Career development center: to provide young Cambodians to access skills necessary for employment.				
Objective 5	Increased confidence of target students to apply English in daily life.			
	Output 10: Promoted the interest of stakeholders to participate the English Learning Programs.			
Activities:	<input type="checkbox"/> Organize inspiration campaign/announce to get the participants register for the English learning programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Processes the recruitment and selection the participants (include scholar student)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Organize an orientation to let participants got familiarity with the English learning programs (topics, contents, methodologies, and requirement for graduation).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/> Classify participants based on their entrant levels of English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 11 Ensured high participation rates and high learning results.			
Activities:	<input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

		<input type="checkbox"/> Update learning curriculum (topics, contents and methodologies)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct regular, practical and interactive English classes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Challenge participants with interactive events include, for example:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Different exchange programs (to practice their English).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Make communication with foreigner (at oversea) through email	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Conduct research on specific topic and write in English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Perform role play by speaking in English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Read English books, i.e. 15 books per year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Provide ad-hoc counselling (based on needs) to improve the study results.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 6	Increased confidence of target students to apply ICT in daily life.				
	Output 12	Promote ICT programs to stimulate students' interest.			
	Activities:	<input type="checkbox"/> Organize inspiration campaign/announce to get the participants register for the ICT programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Process the recruitment and selection the participants (including scholarship students)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize an orientation to let participants got familiarity with the ICT programs (topics, contents, methodologies, and requirement for graduation).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Classify participants based on their entrant levels of English.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Update learning material (topics, contents and methodologies)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct regular and practical ICT sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Conduct regular monitoring on progress, challenges and lesson learned	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 7:	Increased confidence of participants to work as a team, deal with problems, and communicate with other people.				
	Output 13:	Stimulate students' interest to participate in Youth Empowerment.			
	Activities	<input type="checkbox"/> Organize inspiration campaign/announce to get the participants register for the YE programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Processes the recruitment and selection the participants (include scholar students)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize an orientation to let participants got familiarity with the YE programs (topics, methodologies, and self-preparation).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Update learning curriculum, lesson plan and material (topics, contents and methodologies)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct regular, practical and participatory lessons (20 topics per year)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Connect theories to the practical situation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> Apply the concept of team work and encourage practicing team work throughout the YE project intervention/activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

		<input type="checkbox"/> Conduct regular monitoring on progress, challenges and lesson learned	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 14	Participants achieved their short term goal			
	Activities	<input type="checkbox"/> Work with the students to set short and long term goals	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Follow up with the students and provide necessary counselling, if necessary.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Conduct regular monitoring on progress of the set short-term and long-term goals of each student and work with them to review and/or amend based on actual circumstances.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 8:	Stimulated participants' interest to run own business.				
	Output 15:	Promoted Business/ entrepreneurship skills development program to stimulate interest of the scholar students.			
	Activities:	<input type="checkbox"/> Organize inspiration campaign/announce to get the scholar students register for the Business/entrepreneurship skills development project.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Processes the recruitment and selection the participants	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Organize an orientation to let participants got familiarity with the Business/entrepreneurship skills development project (topics, events, methodologies, and self-preparation).	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Set up M&E system to keep track on progress, challenge and lesson learn from project	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Update learning curriculum, lesson plan and material (topics, contents and methodologies)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct regular, practical and participatory lessons/events (up to 58 events per year)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> 8 lessons on business/entrepreneurship skills (connect theories to the practical situation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> 10 lessons on Yoga, i.e. in collaboration with Azaha foundation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/> 40 events related to football, art/dances/ music and social activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Conduct regular monitoring on progress, challenges and lesson learned	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Output 16:	Participants developed business plan to implement after the completion of the learning program.			
	Activities:	<input type="checkbox"/> Work with the participants to develop business plan (since the beginning to the end of the Business/entrepreneurship skills development project)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Work with the participants to finalize their individual and/or collective business plan (at the end of the Business/entrepreneurship skills development project)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Support participants to implement their business plan (run business) if possible.			
Strategic theme 3: Organizational effectiveness- strengthened organizational capacity to provide high quality and ensure responsive and cost effective programs.					
Objective 9:	Update and fully implement the human resource (HR) policy.				
	Output 17:	Competency profiles, for all positions, is developed and guided the annual capacity development priorities, performance (talent) management practices and new staff recruitment.			
	Output 18:	Review/ revise salary scale (i.e. to address the variation of annual cost of living)			

	Output 19:	Apply consistent (individual) results based performance management standards at all levels of the organization.			
	Output 20:	Strengthen lines of communication, coordination and guidance between staff and management on the design, delivery, evaluation and reporting of projects.			
	Activities:	<input type="checkbox"/> Create staff competency forms			
		<input type="checkbox"/> Collect information from other NGOs and our history to revise salary scales	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Research results based standards and make changes to HR policy	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Review and revise appraisal forms and procedure to reflect the revised HR policy and new staff performance (talent) management.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Review and update communication guidelines and refresh with all staff regularly.	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Create shared calendars and other activity plans, share to all staff.	<input checked="" type="checkbox"/>		
		Staff and line managers consistently update the teams and/or individual work calendar in the PEPY's shared calendar.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 10:	Update and utilize monitoring and evaluation system. (to steer progress and reduce performance gaps)				
	Output 21:	New M&E system created			
	Output 22:	M&E training conducted			
	Output 23:	Student progress and program impact is tracked consistently across a variety of time periods			
	Output 24:	Feedback and reflections from students and employers are gathered and accumulated into the system.			
	Activities:	<input type="checkbox"/> Hire new M&E Officer	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Research and attend annual M&E trainings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Update M&E system is reviewed and updated every year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Staff track and record student data, feedback, and qualitative progress, input into M&E system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Collect information from beneficiaries and conduct interviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 11:	Review and utilize operational mechanisms (e.g. meetings, retreat, and appraisal) achieved purposes of staff capacity development.				
	Output 25:	All meetings have guidelines and purposes			
	Output 26:	Communication channels between staff are developed to facilitate clear understanding of activities and whereabouts.			
	Output 27:	Annual appraisal reviews conducted			
	Output 28:	Staff retreats are conducted which focus on capacity building and teambuilding			
	Output 29:	Line managers and staff meet to discuss issues, improvements, and facilitate clear and open communication			
	Activities:	<input type="checkbox"/> Meeting guidelines established	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Shared activity plan platform established (e.g. Google docs/calendar)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

		<input type="checkbox"/> Review organizational structure to establish who reports to whom	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Update and review existing annual performance reviews; train staff how to use new form	<input checked="" type="checkbox"/>		
		<input type="checkbox"/> Organize and develop comprehensive staff retreat	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		Annual appraisal, line manager document priority for capacity development based on thorough discussion with individual staff and staff competency profile.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Strategic theme 4: Resources Mobilization: seek diverse sources for funding to support and sustain program implementation and organization learning/ development					
Objective 11:	Develop fund raising/resources mobilization strategy.				
	Output 30:	Develop resource mobilization tools (such as publications, evaluation study) to communicate to stakeholders/clients about PEPY's project/service quality, measureable outcomes, and cost efficiency.			
	Output 31:	Direct resources mobilization campaign which communicate the impacts/benefits of PEPY's program/services to identified stakeholders and clients.			
	Output 32:	Upgrade PEPY website and Facebook using clear and simple language and look.			
	Activities	<input type="checkbox"/> Research improved resource mobilization tools to communicate with stakeholders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Conduct impact evaluations once every 3 years			<input checked="" type="checkbox"/>
		<input type="checkbox"/> Share results of evaluation with key stakeholders (donors, partners, beneficiaries)			<input checked="" type="checkbox"/>
		<input type="checkbox"/> Compile data, reports, and stories of change in an easily accessible way (e.g. info-graphics, etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Connect regularly with stakeholders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Objective 12:	Innovate LC to contribute to income generation				
	Output 33:	Students contributed money to the Learning Center			
	Activities	<input type="checkbox"/> Upgrade requirements for LC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Collect money once every quarter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Produce student contracts	<input checked="" type="checkbox"/>		
Objective 13:	Improve upon existing multi-sector partnerships and developed new partnerships.				
	Output 34:	New partnerships for similar objectives are built			
	Output 35:	New sources of income are found			
	Output 36:	New international partnerships are developed.			
	Activities	<input type="checkbox"/> Research and approach new donors/partners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/> Update donors at least once every quarter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
		Develop potential partners/ donors list	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

