

Quarter Overview

PEPY team is excited to report that students are successfully adapting to online learning this quarter. They are finding ways to thrive in their classes and conduct impressive community projects. Although social distance learning will never be easy, we are all focusing on the benefits of online teaching and how it helps us connect with youth on a larger scale. PEPY held a successful fundraising campaign on July 15th that will enable us to respond to the crisis in our target communities, in addition to receiving support from several donors. PEPY has since introduced a multi-tiered food response initiative that supports our students, families who are in emergency need, and communities as a whole to prevent further food insecurity.

PEPY Program Updates

Community Student Outreach Programs

Dream Management Project



Dream students continued to participate in online classes and are collecting homework from their schools. Dream Officers have made FB messenger groups to support students, as well as staying in touch with them by phone. Although it is very difficult to keep track of participation, we are able to check if they are picking up homework from school and look at each week's average video views from the lessons the Dream Team produces. The average video views per week are **143 for Grade 10, 98 for Grade 11, and 135 for Grade 12**. The numbers indicate lower participation compared to when we are able to hold class in person, but we are so happy to still see the commitment from so many students considering the internet and technology limitations in rural communities.

Student Standout: Loan Ly



Ly is a Dream Class student from Sen Sok High School in Grade 10. Ly said "When I first heard about Dream Management Class I had no idea what it was. I tried to find out more about it by asking friends and teachers, but, I still did not have enough information. Two weeks later, the teacher and

Dream Class Officer came and introduced us to the class, and it made me want to attend the class even more. I was exposed to different topics, like goal setting, teamwork, self – disciplinary, etc." Before attending Dream Class, Ly had no confidence to share his dreams with others, even speaking in front of classmates. After about 8 months of attending Dream class, Ly realized that he has changed. He developed a proper schedule to learn, the ability to do presentations, and have a good relationship with



Figure 1: Map of PEPY's Programs during Quarter 4

Scholarship for Higher Education (SHE) Project

The scholars, alumni, and PEPY team are all working very hard to find opportunities for PEPY youths to work in Siem Reap, allowing scholars to stay in school. Despite facing an economy that is continuing to decline, we are thrilled to report that PEPY's **unemployment rate decreased by 5%** this quarter leaving 38 scholars and alumni still unemployed. We will continue to focus our resources and time in supporting unemployed scholars and alumni, but want to celebrate this moment of being able to break the trend of increasing unemployment! Over 50% of unemployed scholars are teachers or were working for various businesses in the tourism and hospitality sector.

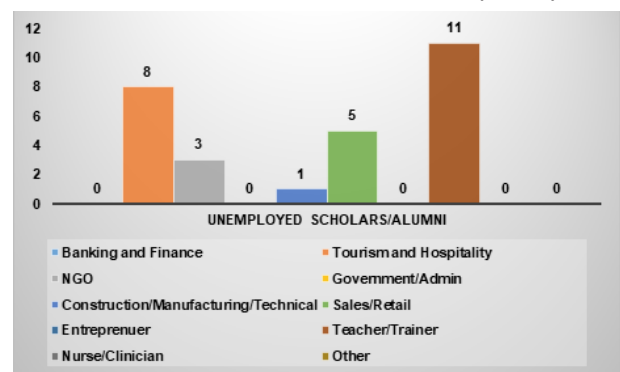


Figure 2: Unemployed Scholars/Alumni by Industry

102 scholars have been able to continue their studies online. 97 of them have already completed their first semester of studies! In addition, first-year scholars in the Learning Center have performed remarkably well with attendance rates above 90% in all classes.

friends and teachers. Even though Dream Class runs online, he still continues learning with links shared by the Officer. He takes homework from school regularly. In the future, Ly wants to become a high school teacher because his village has no teacher.

PEPY Program Updates

Learning Center Program



The Learning Center students and team are making sure that online learning will not hold them back this quarter! Students are continuing their Youth Leaders in Action Project where they work in groups to design a business or community development plan and pitch their ideas for funding. During this quarter, 5 of the 10 groups received funds and began to initiate their projects focused on supporting their local communities. We are very excited to follow their journeys and update you all on our social media and in future reports!

English Learning Project (ELP)

This quarter, students were able to participate in some rewarding and fun learning exchanges with friends from Australia and Ireland. Our **6th annual Cambodia Ireland teacher's exchange** was held in July through Zoom and PEPY friend, Nadine Ferrence France, led a mental health workshop. We are very thankful to have recruited 2 remote Australian volunteers to assist in lesson planning and help students increase their English conversation skills. Students really enjoyed the sessions and the middle-level students' attendance actually increased from **86% to 92%** this quarter!

Student Standout: Chut Chit

Chit's skills in the English language vastly improved this quarter. He shared, "I am so excited to have some volunteers from other countries to come and teach us because I can practice my English with them. I found it very difficult to listen for the first time, but a few days after I can understand what they are saying. Even though I do not have very good English and sometimes I have some problems with my internet connection, I always try my best to listen, speak or express my ideas and I sometimes try to ask them some questions too. I believe that if they can teach longer, my English speaking and pronunciation will become much better."



Information Communication Technologies (ICT) Project

Despite students not having access to computers, they were able to learn more Microsoft office functions and a video editing application called Kinemaster through their smartphones and tablets. **The class' average attendance was 88%** which is only a 2% drop from the previous quarter, despite increased illnesses and rainfall leading to connectivity issues. In addition, **64% of students**

expressed having an interest in ICT coursework or more while 0% responded not interested at all. Getting our students excited and engaged with ICT has been an ongoing challenge so we are feeling encouraged by these survey results.

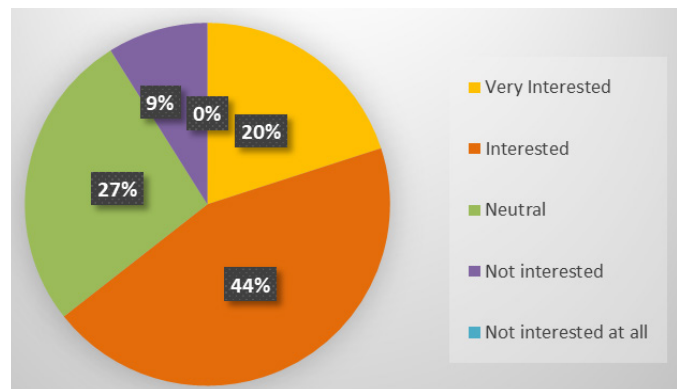


Figure 4: Student's interest level in studying ICT online by percentage during Quarter 4

Youth Empowerment (YE) Project

This quarter, students were focused on pitching their business and community projects to our guest judge panel. Successful groups were able to receive up to \$500 in start-up funds through our partnership with USAID's We Act Project. **5 of the 10** student groups received funding to initiate their business or community plan. Student Chhorvy, who is in one of the successfully funded business projects called "Agro-product Middleman" said, "to present my group's business project for the judges and audience was making me feel so nervous, even though it was conducted online. The victory that my team has achieved makes us feel proud and confident that there is so much more for that my team and I can do. I am so grateful for this program that I am attending for giving me skills, knowledge, and strengths to overcome all the challenges. I believe that I will be successful to grow my group's start-up."



The Youth Empowerment Officer also conducted sessions focused on Urbanization and Self Empowerment. Urbanization focused on the negative impacts of development and identified ways to live sustainably in a city and the Self Empowerment session focused on encouraging self-esteem and independence. Lastly, the Introduction to Business Class held **5 WeTalks** focusing on business, social enterprise, technology, and leadership.