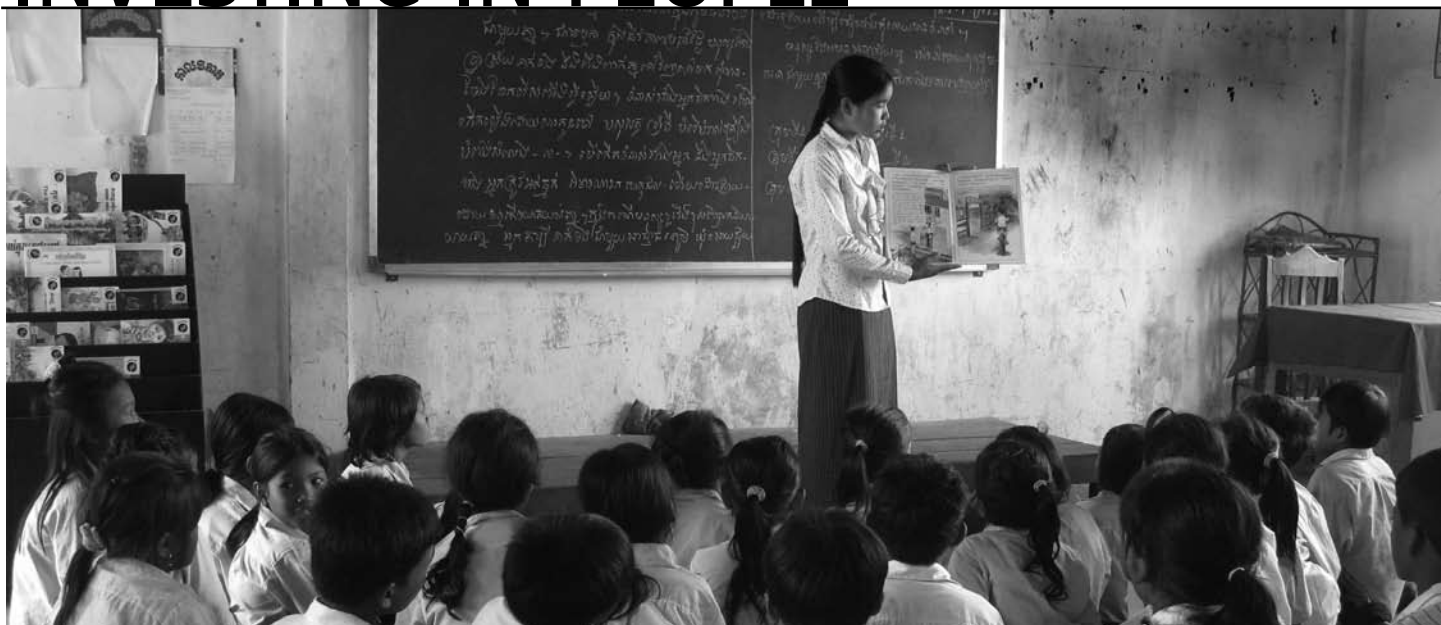




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INVESTING IN PEOPLE



In making this report, it has been interesting to sit at the intersection of the past and the future of PEPY: wrapping up the previous year's financials and reports while going through a strategic planning process to look into the future. As we look forward, we are basing our goals on the areas where we have found success in the past, and the theme that seems to come up the most as PEPY's motto for successful change is "investing in people." Investing in YOU is a part of that. We want you to know WHY we do what we do, and HOW we are trying to do it. We believe that, by knowing the causes of our successes and failures and learning these lessons with us, you all can become better supporters of development work around the world.

This report highlights where we were in 2009, and where we are heading in 2010. Read up, learn with us, and take these lessons with you as you continue to go out in the world and create positive changes in the areas in which you are passionate.

By now, many of you probably recognize that quote as a favorite among PEPY staff. It

"Don't ask what the world needs. Ask what makes YOU come alive, and then go out and do that, because what the world needs is people who have come alive." – Harold Whitman

rings true for us: for how we work with our partner communities and set priorities based on their goals, for how we work in the Child-to-Child program where students identify and solve the problems they prioritize, and it rings true for how we operate our tours—asking our tour participants to go back out into the world and take the new knowledge and inspiration they may have found in Cambodia to be the change in which THEY believe. This is what we hope for you too: discover something that ignites your passions, find a way to do it so that it leaves a positive mark on the world, and do it with all your heart.

That is what we are trying to do here at PEPY, and here is the culmination of those lessons we have learned for 2009. Enjoy!

The PEPY Team

MISSION

At PEPY, we want to live in a world where everyone has access to quality education, improved health, and environmental awareness. Through our programs in Cambodia, we try to make progress toward these goals by investing in a local team of dedicated leaders and connecting them with the tools to help deliver the changes they want to see in the world. PEPY's mission is to aid rural communities in improving their own standards of living, with a focus on increased access to quality education.



WHY WE WORK IN KRALANH/CHANLEAS DAI

2009 marked PEPY's 4th year working in Kralanh District. People often ask, "How did you choose this community?" Truth be told, we didn't. PEPY started working in Chanleas Dai because American Assistance for Cambodia (AafC), our original partner organization, chose that community in partnership with the government and the Asian Development Bank. Their initiative focused on building schools in areas which had higher enrollment than capacity in their school buildings and which lagged behind national averages in most development indicators.

Why are we still here? Despite the millions of tourists who visit Siem Reap each year, the province remains the third poorest in Cambodia, with more than half the population living below the poverty line. In rural communities like Chanleas Dai, agricultural limitations, lack of water, disease, few income-generating opportunities, poor quality of education, and lack of infrastructure all contribute to cycles of household poverty that leave many families in debt for most of the year. Many people illegally migrate to Thailand in hopes of finding better jobs during the dry season, and often times they bring their children with them. Illegal migration can lead to being jailed, fined, shot, or worse, and we are hoping to increase possibilities for people to stay in Cambodia and find better livelihoods locally.

We are still here because we started something with a very myopic view of change. When we funded the construction

of a new building in Chanleas Dai in 2005, we thought a new building would improve education. We quickly realized that schools don't teach children—people do. We have invested time and money for the last four years into improving the quality of education going on within the walls we had built, and have found that, though changes in attitudes and actions in people take longer to build than buildings, the results are longer lasting. The Chanleas Dai Primary School principal credits PEPY's programs and support with:

- A more than 1,000% increase in the number of students entering grade 7
- The development of a reading culture in Chanleas Dai, with students taking out more than 1,000+ books each month (the lines of students going into the library during class breaks is a testament to this!)
- An increase in teacher attendance from averages as low as 40% to a current 95% or above for all teachers
- 100% of graduating 6th grade students passing the official primary school completion exam for the second year in a row

These, and other metrics, are not "PEPY Accomplishments." They are the achievements of the local teachers, community members, and administrators who have created a culture of learning and increased their own commitment to improving the quality of education going on within their communities. What we can give PEPY's exceptional team credit for, including the 21 staff from the Kralanh area, is opening up the eyes of local leadership and students to their own potential to create the changes they were looking to see.

We're still here because we think we can do more to support Chanleas Dai's leaders and because we believe that long-term change takes time.



KRALANH/CHANLEAS DAI



Villages in our target area of Chanleas Dai Commune: **11**

Families in the Commune: **1,700**

Percentage of government teachers in the area without any formal teacher training: **40%**

Typical monthly salary of a full-time government teacher in Chanleas Dai: **\$80-\$100**

Percentage of rice yield lost in Chanleas Dai due to severe flooding in October 2009: **50-80%**



PROGRAM PHILOSOPHY

There is a theme which runs through our programs now which was not there from the start. Rather than swooping in with big ideas, we are trying to listen harder and empower local leaders to be the final decision makers in how they want their communities to change. Our previous dialogue, if summarized to one idea, might have looked like someone yelling out into the world “WE HAVE A GREAT IDEA FOR YOU! Will you let us help you?” Now, we hope our image would look more like a librarian, taking notes of people’s needs and desires and helping to connect them to the ideas and resources they need to solve the problems and questions they have identified. Our conversation would be, “What are YOUR goals? What do YOU want to change in your world? How can we help YOU achieve that?” This theme runs through our child-education programs where children self-identify the areas they want to change in their communities, our school support committee partnerships where our contribution is to add ideas and connections to the school development plan the committee lays out, and our approach to HR management with our staff where we prioritize helping each member of our team achieve THEIR goals in life. If our team is each working to become the best version of themselves and achieving their own personal goals, we will all be better able to achieve our group goals of increasing access to quality education in rural Cambodia.

PROGRAM OVERVIEW

At the start of the school year in October 2009, our programs changed significantly in Chanleas Dai—long-standing projects that PEPY established in 2005 (English and computer classes) changed form. We began prioritizing community-driven initiatives, focusing on programs which one day could be sustained locally without our ongoing support. Our work in several primary schools is now achieved through collaboration with local community members and school administrators. This much more participatory approach to educational development centers around “school development plans,” created and executed by empowered school support committees.

Instead of English classes, we’re offering training for English teachers at five primary schools so that they can incorporate English into their own curricula. We made the change in order to empower local teachers to follow the Ministry of Education’s policies for foreign language, which require teachers to incorporate one hour per week of English lessons into their 5th and 6th grade classes but provide little guidance or training for teachers on how to accomplish this. Our new program involving weekly trainings, curriculum development, and classroom facilitation support should empower these teachers to follow the same curriculum in subsequent years. Instead of computer classes, we’re using our XO laptops (developed by One Laptop per Child for use by children in areas like Chanleas Dai) at the local secondary school where we had funded the construction of a new classroom building. The new “Creative Learning Classes” support the government curriculum by integrating the XO use with science, mathematics, social studies, and art to help secondary students supplement their studies.

Rather than brainstorming ideas of how to improve education in Kralanh, we’re asking school support committees to do their own research and group work to come up with priority problems and locally-based solutions. What we’re moving towards are programs that have a broader impact and follow repeatable models which can be sustained through local leadership.



CHHUNNY

We recently hired Chhunny as PEPY’s “Goal Guide” to help improve the capacity of our staff to realize their own personal goals and dreams. Chhunny spent over a decade as a Buddhist monk. His warmth, calm and patient demeanor make him ideal for this role.

PROGRAM CHALLENGES 2009

WE THINK IT IS JUST AS IMPORTANT—IF NOT MORE SO—TO FOCUS ON OUR CHALLENGES AND THE LESSONS WE ARE LEARNING AS WE DEVELOP PEPY’S PROGRAMS. WE BELIEVE THAT IF WE DID NOT ADMIT CHALLENGES OR SHOW FAILURES AS WELL AS OUR SUCCESSES, WE WOULD BE OMITTING IMPORTANT PARTS OF THE STORY. BY SHARING THESE WITH YOU, WE WANT YOU TO SEE THE AREAS WE ARE WORKING ON, AND BE ASSURED THAT WE ARE NOT JUST FOCUSING ON THE EASY PROBLEMS PROMISING GUARANTEED SUCCESS.

CHILD TO CHILD

- Incorporating more life skills training and increasing the participatory nature of the program so that they are more fully child-led
- Forming Youth Clubs that tackle more mature topics, while using similar methodologies to Child Clubs



ENGLISH CLASS

- Teaching our partner government teachers English before they can teach students
- Finding the balance between what resources PEPY is willing to pay for, what is “sustainable,” and how to achieve lasting success in our programs



SAS

- Empowering School Support Committees to take on less superficial challenges at their school
- Gathering additional community support in new areas



KHMER LITERACY

- Monitoring and evaluation of the Classroom Library program
- Finding cost-effective ways to conduct ongoing trainings which do not require removing teachers from the classroom during school hours



PEPY BOOKS

- Too many ideas, not enough time!
- Training local staff in the graphic design process while retaining quality
- Finding partners to distribute and purchase more books



CREATIVE LEARNING CLASSES

- Incorporating more math and science projects into the curriculum
- Increasing government teachers’ participation and interest in working with the supplementary classes



PEPY PROGRAMS 2009



Child-to-Child

- 7 new staff hired and trained in Child-to-Child methods
- 15 days of training given to child educators
- Life skills/low ropes course training for over 40 child club leaders
- 4 Action campaigns promoted by clubs this year

SAS

SAHAKOOM APEEWAHT SALA (COMMUNITIES DEVELOPING SCHOOLS)

- Chose this model and conducted training for all SAS staff
- Implemented the program in 2 schools: Chanleas Dai and Prasat Knar
- Chose a third school starting in 2010: Run

Khmer Literacy

- Second literacy camp enrolled over 450 students, nearly double our registration of 2008
- Classroom Libraries introduced into 50 classrooms
- All primary school teachers in the commune are receiving ongoing training on literacy programs and Classroom Library lessons on a monthly basis

Creative Learning Classes

- 100 new XO's introduced, total of over 200 in our classrooms
- Transitioned the Computer Classes from the primary school in Chanleas Dai to Creative Learning Classes at the junior high school

English Classes

- Began working with 5 government schools and 10 teachers of 5th/6th grade classes to incorporate English into the new curriculum

PEPY Books

- 12 local language early readers written and published
- 1 book written by PEPY intern Thavry Thun in a writer's workshop, chosen for publication by Room to Read

PEPY PROGRAMS 2009

Schools with which PEPY works: **10**

SAS pilot program schools: **2 (soon to be 3)**

Government teachers PEPY supports through training: **62**

Days of training supported for these teachers: **67**

Schools constructed: **4**



Monthly average of **books checked** out of our Chanleas Dai library: **1,334**



Classroom library shelves installed at 10 schools: **50**

Total Classroom Library books: **10,000+**



Students who joined PEPY's second literacy camp: **443** (a 100% increase from last year!)

Khmer books written and published by PEPY staff: **12**

Khmer books written by PEPY staff awaiting publication: **6**

Children participating in our 15 Child Clubs: **349**

Teachers PEPY is supporting to obtain their high school equivalency: **16**

Teachers PEPY supported in 2009 through monthly food support: **10**

Primary schools with PEPY-supported English classes: **6**

Students enrolled in Creative Learning Classes at Chanleas Dai Junior High School: **151**

Students enrolled in English Classes at Chanleas Dai Junior High School: **100**

SAHAKOOM APEEWAHT SALA

The Primary School Development Program (PSDP), the process wherein our Cambodian staff engages local communities in taking ownership of and improving their own schools, has been renamed. The Sahakoom Apeewaht Sala—literally, “Communities Developing Schools”—program identifies schools that have a certain level of buy-in from their principals and communities and spends three years working with them to identify their needs and priorities, helping them to cultivate their own capabilities and to build strong school support committees. Rather than swooping in and “fixing” things ourselves, we aim to equip these school support committees with the tools to tap into the specific education needs of their own villages. It embodies our commitment to engaging in community-driven, sustainable educational development.

There are six main components to this participatory model:

1. SCHOOL SELECTION

Not every school is ideal for this kind of model—in order to leverage our impact effectively, it is important that the schools where we start are primed for success. That means choosing schools with strong leadership, an involved village chief and community, and honest principals. By beginning with “entrepreneurial schools”—those with staff already going above and beyond the average and a community that believes in the value of education—we increase the likelihood of the program’s success. After that, these model schools can serve to inspire other nearby schools to strive to be considered for inclusion in the program in subsequent years.

2. PARTICIPATORY RURAL APPRAISAL

In the case of SAS (pronounced “Saw Aw Saw,” the first three Khmer letters of Sahakoom Apeewaht Sala), ‘Participatory Rural Appraisal’ (PRA) means gathering a diverse group of community members, students, parents, and elders together for meetings aimed at gathering information and beginning a process of community engagement in the program. Various topics are discussed, including the history of education in the village, what problems are most serious, potential solutions to these problems, local sources of income, and perceptions of educational opportunities in the area.

3. SCHOOL SUPPORT COMMITTEE

Community involvement in education is rare in rural Cambodia as parents are busy working to support their families, opportunities for involvement are limited, and corruption can often be seen as a barrier to improvements. While each school is meant to create a School Support Committee (SSC) aimed at oversight and parental input into education decisions, in reality these committees are often ineffective, and are rarely given real ownership or roles in improving schools. In SAS, the SSC is at the very heart of our approach. The goal is to create a robust and engaged SSC made up of influential people in the village (identified by the PRA) who will commit to participating for longer than the typical one-year term. The SSC receives training in Ministry policies, education law, Child Friendly Schools, and community advocacy.

4. SCHOOL DEVELOPMENT PLAN

Teachers, administrators, parents, and the SSC work together to develop a three-year plan by identifying the most pressing problems at their school, prioritizing two or three problems to tackle each year, and coming up with potential solutions for each. Planning workshops identify possible solutions to each issue, including potential community involvement—either through collections or in-kind labor and resources. The group decides on its own solutions, and while PEPY might contribute some funds for start-up costs or initial resources, the goal is finding plans that can continue through community and school support and do not need continued outside funding to be successful.

5. PRESCRIPTIVE STANDARD SUPPORT

Often it is hard to know exactly what you need, particularly if you haven’t seen positive examples of alternatives before. When we ask teachers and community members to identify school problems and solutions, they often miss things they haven’t seen before or are unfamiliar with, for example: first aid training, advocacy strategies for community leaders, critical thinking workshops for students, and in-service training on new Ministry of Education initiatives. These trainings are provided in addition to the school development plan workshops to give the SSC a broader understanding of their rights and the possibilities that exist for their school.

6. THREE-YEAR TIMELINE

This model is designed to be time-bound, though three years is not set in stone. If schools require more support, there are options for small grants after three years, or an additional phasing-out year of support. It is difficult to know what kind of changes we can expect to remain at the end of the process, and what changes will take place after five months or five years. We are aware of the reality that what looks good on paper will not necessarily translate well in practice, particularly since this model has never been tested in this way. Nevertheless, through our past experience and the lessons we are learning during the initial year of implementing SAS, we believe that by focusing on community involvement and accountability, capacity building, and support, this program will have a lasting impact in the primary schools and communities involved.

"COMMUNITIES DEVELOPING SCHOOLS" PROGRAM

Since this model was initiated in July 2009 through trainings and collaboration with a team from a partner organization, "Schools for Cambodia's Children," PEPY has been supporting two primary schools, with a third selected for the upcoming school year. It has been interesting to see the different ways SAS has been negotiated within the first two schools: Chanleas Dai, where we have been working for five years, and Prasat Knar, a newly supported school. While both schools are receiving the same training, workshops, and attention, the problems that they are identifying and how they choose to solve them are different, with the Prasat Knar team choosing to focus on issues which the Chanleas Dai team has already addressed. And after one year, SAS has already achieved some remarkable things:

- At Chanleas Dai, community members constructed two shaded learning huts on the school grounds, giving students a place to read and study during breaks or outside of their school shift times. Our only contribution was taking pictures!
- Chanleas Dai's teacher team leaders have led their school in making effective learning resources using minimal materials.
- Chanleas Dai has been learning how to grow mushrooms! This initiative is the beginning of what they hope will be a life skills program for students that offers agricultural knowledge and income-generating ideas.
- Though not part of the formal "plan," teachers and school administrators at Chanleas Dai have taken action and implemented two new programs at their school—one aimed to elicit more parental involvement in education and the other focused on helping poor children. Both of these programs came about without any PEPY input or assistance.
- At Prasat Knar, the SSC initiated a fundraising campaign in the two main villages nearby and raised over 200 USD to dig out a school pond, providing a much needed water source for toilets and drinking water.

• As a library was high on Prasat Knar's priority list, PEPY agreed to support the resource needs, but only after the community found a way to sustain ongoing librarian costs. The Prasat Knar SSC meets regularly to brainstorm ways to fund a community librarian, and is writing requests to the District and Provincial offices of education to see if there is any potential for government support.

• Alongside these initiatives, PEPY is also supporting the schools by holding a variety of trainings for teachers and students, and arranging field trips to other model schools.

With the guidance of PEPY's SAS team, and the continued commitment of the individual schools' SSC's, we are hopeful that this model will provide long-lasting and sustainable change in education within these communities.

EM AN

Em has been working at PEPY since 2008, and started as a project assistant. He has recently been promoted to program officer, and is an integral member of the SAS team. Em lives in Chanleas Dai, (right next to the primary school), making it easy for other members of the PEPY team to pop over and admire his adorable baby girl. Like many staff who receive support from PEPY for continued schooling, he is completing his Bachelor of Management in Siem Reap.



RATANA SUNG CHAN

Ratana volunteered at PEPY's literacy camp in 2008, and joined our team soon after. Prior to PEPY he worked as a government teacher, teaching Geography and Music. Ratana is a gifted teacher and is passionate about improving education in rural areas. He is currently completing his Masters in Education Administration.

CHILD-TO-CHILD PROGRAM

In March 2008, PEPY launched its Child-to-Child program and trained five local community members to facilitate the Child Clubs in eleven villages of Chanleas Dai Commune. PEPY's Community Program Manager, Kouth Awatd took over the program one year ago. When asked why she believes in this program, Awatd replies, **"Only education can change a person's life trajectory. When you educate, you are shaping their future."**



CHIM SENG

We first met Chim Seng when we were doing a participatory rural appraisal in Tram Kong village. Immediately impressed by his enthusiasm, we hired him as child educator for our Child-to-Child program. Today Chim Seng is in charge of our English program where he works with five schools as a teacher trainer.

When Awatd was asked to manage PEPY's Child-to-Child program, she was not entirely positive about assuming the role because, like most of us, she did not like the idea of working on the weekend. When she went to visit a Child Club in action, however, Awatd knew immediately that she needed to be a part of the program. Since agreeing to manage Child-to-Child, Awatd has been a major driving force behind some of the program's most significant changes. She explains, "The way Child-to-Child is run has changed a lot—there is more structure now. We have weekly rather than monthly meetings with our facilitators, which allows for more feedback. Group relationships have changed between educators and students, as there is more 'love.' They give one another more opportunities to develop, and through that example, children are also more caring towards one another."



WHAT IS CHILD-TO-CHILD?

Child Clubs give children an opportunity to be advocates for change in their communities. Similar to the scout programs of the US, these clubs emphasize learning through activities and hands-on projects. The clubs enable students to engage with other children in their areas, and to work in groups to learn about important issues in their villages. Through dramas, brochures, songs, or other projects, the students then educate their schools or communities about what they have discovered.

Awatd claims that before she managed the Child-to-Child program, lots of students dropped out, but now there are more students who are interested because they saw the student campaigns and wanted to join. She says, "At the moment there are 349 students involved in the program. We are now giving encouragement awards for good behavior and are seeing great changes in confidence levels."

The Child-to-Child methodology is beautifully simple and entirely child-driven. Over the course of the year, the clubs will go through the dynamic process of discussing, brainstorming, problem solving, and finally teaching about a particular problem



in their lives. This year, for example, students identified ‘clean water’ as an important issue in their communities as they saw that many people were getting sick by drinking directly from the rice fields where the water was polluted by chemicals. After surveying community members and learning about the common perceptions and practices regarding water, they decided that their next course of action would be to take to the streets with a ‘Clean Water Campaign.’

Marching with banners and a rusty microphone strapped to a bicycle, they cheered and shouted the importance of clean water throughout their villages. “It was hard to believe that these were the same children who knew so little about hygiene when I first met them” says Child-to-Child Educator Ri Ka Kao. Though the goal of the campaign was to educate the community about the importance of clean water, the action-oriented end result was only the showpiece. Actual changes have come along the way through a creative and powerful learning process in which children learned how to share information effectively and work together for change in their own communities. Sinouk, a Child Club member from Chanleas Dai, remembers his excitement during the campaign, “It was fun! All my friends were involved; we all worked together and learned a lot.”

“I’ve seen many changes in students since last year. They have more confidence and more awareness about being good community members as one of our campaigns related to ‘core values.’ They are taking more initiative, thinking creatively, and developing their own ideas,” claims Awatd.

Child Club member Vuthy remembers his initial apprehension upon joining his local club in Chanleas Dai: “I was very nervous at the start because we had to conduct interviews with the villagers. The first one I was very nervous, the second one I was still nervous, but by the third, I felt good about it.” Although driven by their peers, the children participants receive constant support and encouragement from their group educators. Vuthy tells us, “The support from my educator gave me confidence. I want to be a writer, and now I have the confidence to write and sing songs about my own life. I was not always a good student, but my educator helped me a lot.”

While Child Clubs aim to empower children to recognize their own ability to make a difference, the children are not the only ones who have realized that they can promote change. PEPY employs young people from the area as Child-to-Child Educators. They are then provided with enough training and support to lead their own groups. 21-year-old Child Educator Ri Ka Kao agrees that this program has fostered personal development and growth. She claims that at first she didn’t have much confidence and felt like the role was beyond her capability. However, with the help and encouragement of her coworkers, and with more and more opportunities to prove her ability as a facilitator, she realized that she could do it. “Now I have my own dreams to become a doctor or teacher.”

Believing that everyone has the potential to bring about change, Awatd envisions that Child-to-Child in the future will be a program that continues to offer students in rural areas opportunities to do just that. “We are planning more initiatives that increase confidence, values, education, and problem solving. We have an idea of giving students volunteer opportunities with other NGOs during the holidays. We think this is a great opportunity for the students to develop their skills. We want to create young professionals and young leaders for our community.”

“It was fun! All my friends were involved; we all worked together and learned a lot.”

Awatd



Awatd is a recently married 28-year-old from Phnom Penh. Her joyful personality is contagious and inspiring and we are delighted to have her as PEPY’s Community Program Manager. Look out for more community programs from Awatd in the coming year such as Youth and Parent Clubs.

CREATIVE LEARNING



At PEPY, we believe that developing critical thinking and creative problem-solving skills is the cornerstone of a child's education. Therefore, in addition to the Khmer curriculum, PEPY offers Creative Learning Classes (CLC) and English classes for secondary students in Chanleas Dai. This year, the transition from Computer Classes to Creative Learning Classes has been the main focus of PEPY's supplementary programs.

PEPY's new Creative Learning Classes integrate the use of XO laptops (part of the One Laptop per Child initiative to equip young students in developing areas with computers to facilitate their learning process) with cross-curricular, topic-based learning. This structure allows students to learn about particular topics through different subjects such as visual arts, social studies, science, and math. Through programs such as Scratch, students are able to learn basic programming skills, which relate to topics that are being taught in their government classes.

At only 21, Creative Learning teacher Lida Loem has already done more than most young people her age. A graduate of the Centre for Information Systems Training (CIST), Lida has worked with CCFC (Campaign for a Commercial-Free Childhood) and UNDP

(United Nations Development Program) on internships in IT support. She has also worked with Project for Asia as an English teacher. Despite her experience, Lida claims that 'creativity' was a relatively unfamiliar notion, and something that was not nurtured during her schooling. When reflecting on her own role as a teacher, Lida said, "I never thought I could teach Creative Learning Classes. Teachers always just teach with a whiteboard, and students will just write everything that the teacher says. With CLC, students are free to express their own ideas."

In a recent "Where we live" project, students were asked to research an aspect of their villages, and share what they had learned with the rest of the class by creating posters. The month before, students learned about colors and light and did activities like solving tangram puzzles and studying light refraction. By supporting creativity and encouraging students to ask questions, these classes empower students to develop their own ideas, and improve their quality of thinking. "In our last project, students decided what they wanted to know more about, and I just offered advice and guidance," said Lida, "it's something that doesn't happen enough in Cambodia."



We believe that developing critical thinking and creative problem-solving skills is the cornerstone of a child's education.



LIDA

Lida is from Kampong Cham and was selected to study at CIST, a high quality computer training centre in Phnom Penh. She is ambitious, quick witted, and a role model for children in Chanleas Dai.

ENGLISH CLASSES



Based on a similar philosophy to CLC, PEPY's supplementary English classes operate on the premise that classrooms can be both interactive and fun. Walking through the primary school, it is not uncommon to hear sentences like "This is my bike!" and "This is a ruler!" resonating from the English classroom. "In these interactive classes, students are encouraged to speak up, and ask questions," explains lead English teacher Sarakk Rith.

Sarakk has spent the last two years with PEPY, and the last year working closely with teacher trainer Kyla Solinger. Sarakk claims that through this process, he has improved considerably as a teacher. "With Kyla's help and through other training sessions, I have developed so much more confidence in my ability as a teacher. I structure my lessons, I understand methodology, and now I train other teachers. It feels so great to be a better teacher."

For the past year, Sarakk's classes have focused on what he calls the "big picture." He teaches students about other parts of the world so that they will better understand what life is like in other countries and hopes that one day his students will be able to travel outside Cambodia. For him, being able to speak English can open up so many doors and opportunities, not only in terms of employment, but also in terms of being an engaged global citizen. He wants his students to be critical and aware, and to ask questions about the world around them. Sarakk has noticed incredible difference in his students since he started teaching them English. Sarakk says, "Before they were so shy, and now they are thinking and speaking up. They are no longer afraid to answer questions. I feel so proud of them."

"Before they were so shy, and now they are thinking and speaking up. They are no longer afraid to answer questions. I feel so proud of them."

SARAKK

Sarakk is 26 years old, and is currently studying for his Bachelor degree in Management. He began teaching English to his friends while he was still completing his high school diploma.



KHMER LITERACY

The ability to read opens up a world of opportunity. It allows young people to continue their educations and ultimately find increased employment opportunities. It enables all of us to make informed decisions about our lives, and gives us a better understanding of the world around us. In Cambodia, farmers who want to learn about the fertilizers they are using can read labels. Laborers can read their contracts and the labor laws that apply to them. Parents can understand their children's report cards and community members can read government announcements about politics and health. Understanding the fundamental importance of being able to read and write, PEPY has spent the last two years focusing on improving Khmer literacy among students.

Upon conducting baseline tests in October 2006, we found that many of the students at Chanleas Dai Primary School could not read and write their native language. PEPY's Khmer literacy program began two months later by transforming the rarely used library into a colorful space for students to read during school hours. But just as a new school building alone won't improve education, fresh paint and new books cannot be viewed as complete solutions to literacy problems. Thus in 2007, we hired Srey Touh to be a full-time librarian—a position that until that point did not exist at the school. It was easy to locate trainings on how to protect books and how to arrange a library, but it was more difficult to find training on how to put books to use in libraries and classrooms. The PEPY team began conducting training internally and reaching out to partners to equip Srey Touh with as many resources as possible on interactive lesson planning and creating a love of reading. Srey Touh remembers, "At the beginning, students would come in and flip through the books, looking at pictures. Now they come in and read. When they return a book, they have to meet with one of the librarians who will ask them fact and opinion questions to see if they understood the content of the books. Now, the students love reading."

Srey Touh and her library team have worked hard to create an exceptional library in Chanleas Dai, one that the Ministry of Education and many



other non-profits have come to visit and now speak of as a "model library." Increased literacy rates in Chanleas Dai Primary School can be contributed to a variety of factors: increased teacher attendance and improved quality of education being offered in their government classes, PEPY's annual literacy camp which offers training for teachers and students during summer break, 2008–2009 school year's literacy classes focusing on the weakest students, and a more robust library program. In 2008, Chanleas Dai's principal began adjusting the school schedule to allow each class to spend one hour per week in the library to participate in different reading comprehension and literary activities with Srey Touh and her team. At first we had to fight to get this library time and the teachers viewed it as time off. Now, the principal has taken it upon himself to change the 2010 school schedule to allow two hours per week in the library, and all teachers are enthusiastically involved in these library classes as well. Congratulations to Srey Touh and the Chanleas Dai library team for creating a great space for people to learn!

"At the beginning, students would come in and flip through the books, looking at pictures. Now they come in and read. When they return a book, they have to meet with one of the librarians who will ask them fact and opinion questions to see if they understood the content of the books. Now, the students love reading."



CLASSROOM LIBRARIES



One of PEPY's newest initiatives aimed at improving Khmer Literacy is a program called Classroom Libraries. In 2009 PEPY began a Classroom Library program aimed at promoting a culture of reading and increasing access to books within schools. This program began as a response to problems that PEPY staff identified with the common model of libraries in Cambodia, where locked rooms sit unused and books collect dust on shelves. In Kralanh District there are several libraries like this, donated by well-meaning organizations that unfortunately give little or no teacher training along with books and resources. In most of these schools, the teachers rarely if ever enter the "library" and books are never used within classrooms. Moving books into the classroom is not only sometimes against the rules of the funders supplying the libraries, its also something teachers often have no training for. "The idea that books

can be used for activities, to encourage critical thinking or supplement Ministry level lessons, rarely exists among government teachers. Most teachers never had books in their classrooms, so they have few models from which to draw," explains PEPY's former Managing Director and current Board Chair, Maryann Bylander.

In an attempt to improve on the models we saw, PEPY developed a concept paper on the idea of Classroom Libraries in partnership with Room to Read. The model was based on two keys: consistent book access for students and comprehensive training for teachers. Working with Room to Read, BETT (Basic Education and Teacher Training), and the Ministry of Education, PEPY helped to select and level collections of grade-appropriate storybooks and texts in line with the Ministry curriculum. We then created lesson plans for each



book, and put together a training program focused on library management, activities for building literacy skills and effectively using books within classrooms. In May 2009, we installed 50 classroom libraries in 10 primary schools in Siem Reap, building a model which we hope can be used by other organizations working in literacy and library organizations in Cambodia.

Each Classroom Library consists of accessible, grade-appropriate books in a classroom, coupled with training for educators on how to integrate those books into their government classes on a regular basis. While in the early stages of the program trainings were led by trainers from the Provincial Teacher Training College, in late 2009 we moved to a mentoring system where outstanding teachers from the target schools mentor, evaluate and train their peers on successful methods

of incorporating books into classrooms. Teachers meet monthly in small groups to discuss their lesson plans, challenges, and program successes.

At Chanleas Dai Primary School, where PEPY has been working since 2005, the school principal identified the Classroom Libraries as our most powerful program, pointing to rising literacy rates, an increased interest in books and reading, and improved quality of teaching at the school.

While we hope that, as we continue to improve this model, this program continues to build the literacy skills, reading culture, and quality of teaching in the schools in our target area we also hope that it inspires a more child-friendly library model that can be used across Cambodia.



"The idea that books can be used for activities, to encourage critical thinking or supplement ministry level lessons, rarely exists among government teachers. Most teachers never had books in their classrooms, so they have few models from which to draw,"

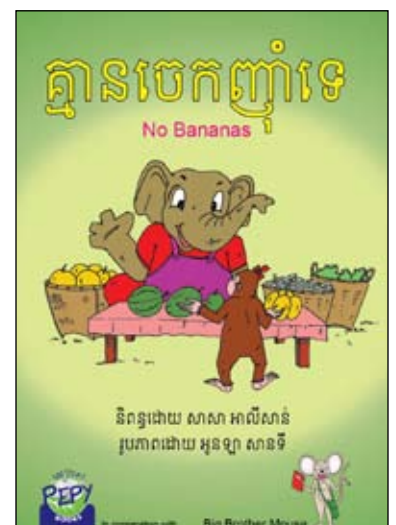
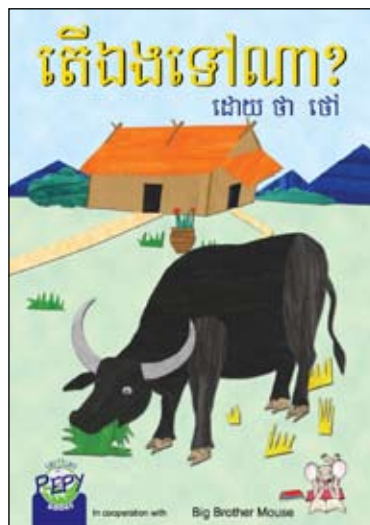
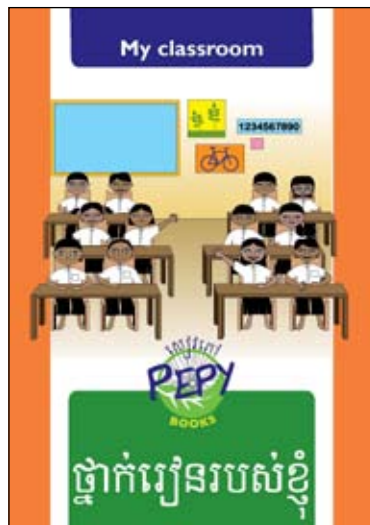
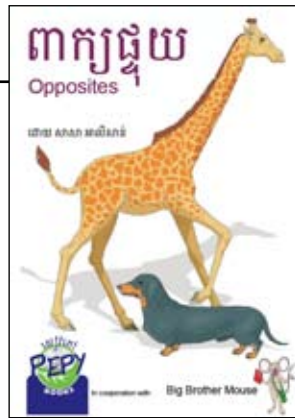


SREY TOUH

Srey Touh lives in Chanleas Dai, and her youngest sibling is one of Chanleas Dai's most recent 9th grade graduates. Srey Touh has two young daughters who both love reading as much as she does.

PEPY BOOKS

When reflecting on being a primary school student in Cambodia, Literacy Program Assistant Bopha Soth recalls that books were difficult to acquire, and books like PEPY's didn't even exist at her school. The need for early reader materials in Khmer has prompted PEPY to create a line of early literacy books aimed at teaching young children to read in a fun and interactive way. For three months, Bopha worked closely with PEPY's Graphic Designer and Trainer Maria Perez to learn how to create more early learning materials and children's books. To date, they have published several books, and are currently in the process of designing many more Khmer early literacy books. However, as we well know, books alone will not improve literacy. They are a valuable tool which needs to be supplemented with teacher training and library support. "Books cannot provide students with all they need," says Maria, "They require the help of teachers, parents, and adults in order for them to be effective."



BOPHA

Bopha is a bubbly and driven 19 year old, with high hopes and dreams. She is an excellent translator, and is currently studying for her Bachelor's degree in English Literature. She one day hopes to become a teacher, journalist, or doctor.



SCHOOL CONSTRUCTION

We think it's always important to note the main lesson we have learned at PEPY: that **schools don't teach students—teachers do**. In 2008, Dubai Cares contacted PEPY as they were looking to fund the construction of school buildings in Cambodia. Though our priorities were on teacher training, we recognized that a safe building is often a necessary step in providing a high quality and safe learning environment. We partnered with Dubai Cares and, through their funding, three new primary school buildings were completed in 2009. All three schools were previously offering classes in aging wooden buildings or shade coverings which were falling apart. These were places to which parents were scared to send their children to study, and environments that could not be less child-friendly. The week after one new school building opened in Preah Lean, many parents registered their students in first grade. One mother sat outside the school during class, and when we asked why, she said "This is my son's first week of school. I was always scared to send him to study in the old building as sometimes roof tiles would fall in and could hurt the children. I am sitting here to make sure he stays in school!"

In addition to funding school buildings, Dubai Cares was initiating a first-of-its-kind service-learning program in Dubai. In 2009 we received four groups of people from Dubai who came to learn about Cambodia and development issues while supporting the construction of the Dubai-Cares-funded buildings. It was an honor to meet these fabulous groups of people and witness the exchanges that took place between the Khmer PEPY staff, local community, and visitors from the UAE.

RITHY

Rithy began as a volunteer with PEPY in 2007. In addition to leading experiential tours, he is also heavily involved with PEPY's education programs in Chanleas Dai. Rithy is always eager to learn and encourage others to share their ideas. He can be found spending many hours studying from on-line courses and creating a local organization of other young Khmer entrepreneurs like himself.



In addition to the three primary school buildings which were supported by Dubai Cares, PEPY reached out to supporters to build a fourth building: Chanleas Dai's first Junior High School building. The year before, the government had received funding from another partner to start building a new junior high school, but the world food crisis followed by steep increases in the price of commodities throughout the region made it impossible for the contractor to complete the school for the agreed upon price. The building, and many others throughout Cambodia, sat half-built for nearly a year while Chanleas Dai's 7th and 8th grade students studied in shade structures built by the community and the PEPY team. In 2009, both the PEPY building and the government building were finally complete, and the ten-classroom school was opened.

Based on national averages, the government had projected that their five-room building would be enough to house all of the JHS students: two 7th grade classes, one 8th, one 9th, and a teacher's office. To the government's surprise, through the newly increased support for education in Chanleas Dai, their school was not nearly big enough to house all of the students, and all classrooms in both buildings are now being used, with three 7th grade classes alone entering school this year.

While we know investing in teachers, community support, and capacity building are the more complex and sustainable areas of the work we do, we were thrilled to be able to make infrastructural inroads at four schools through the support of Dubai Cares and our incredible team of PEPY supporters.



PEPY PRODUCTS



Funky and practical, the 'Hipster' was designed and created by a PEPY team member, Yukiko Honda, while volunteering in Cambodia. It is a money belt made from a Kroma, a traditional Cambodian scarf and is currently made by local seamstresses at a women's skills training center. Proceeds support PEPY's educational programs, as well as M'lop Tapang's center where life skills, training and livable wages are offered—giving women an opportunity to improve their health and education. With the hope of moving toward a successful entrance into the US market, PEPY is continuing to refine its operations in Cambodia and researching the possibilities of building a training center in Chanleas Dai.



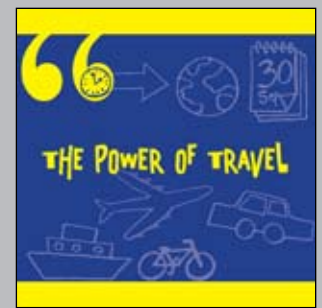
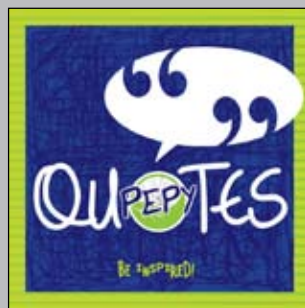
'FRIENDS AROUND THE WORLD' AND 'PEPY QUOTES'

As well as Khmer literacy books, PEPY has also published two books that will assist in generating support and spreading the word about PEPY's work.



'FRIENDS AROUND THE WORLD'

In April 2010, six students and four teachers from Kyoto International School came to Cambodia for a ten-day educational tour and learning experience. The group represented nine different nations and they shared thoughts, ideas, and knowledge of their countries with their new friends. What resulted from this is an insightful and vibrant book, written and illustrated by the children highlighting what they learned about their new friends' home countries. Despite their many differences, the children realized that everyone shares a common humanity, regardless of place. The book ends with a quote embodying the feeling the students shared at the end of their trip: "Before, when I looked at the globe, I saw many countries which I knew very little about. Now, when I look at the globe, I see my friends from all around the world, and I smile."



PEPY QUOTES

PEPY's quote book was created with our supporters and past tour participants in mind. It is a collection of quotes, ideas, and thoughts that have inspired us both in the work that we do, and in our everyday lives. They reflect some of the issues about which the PEPY team cares most: education, environment, health, responsible giving, and self-reflection. We hope the quotes in this book will inspire people to keep changing the world and shaping the future they want to see. We would love to see PEPY supporters buy these books and share them with others!

KHMER STAFF

TESTIMONIALS



CHHAY

“PEPY has given me a lot of experience, especially because I am studying IT and at PEPY, I get to work in IT. It has helped a lot with my university study, which is a big advantage for me. Additionally, I can learn English from my work mates.



SELA

“I can’t tell you how much I have learned from PEPY. I’ve learned how to manage a team, and other skills. I really enjoy being part of the PEPY team and I am very flexible and want to learn more. The people are really nice and all the staff work hard to get all the work done together. I really enjoy what I am doing.”



RITHY

“Working at PEPY is fun, most of the time it doesn’t feel like work! PEPY has given me the freedom for self-reflection and self-development, which is really hard to find in any organization in Cambodia, or even in the whole world! My work at PEPY involves working with communities, particularly youth which is rewarding for both my personal and professional life. This is what any organization of tomorrow should do for its employees.”



PEPY STAFF

Current Khmer PEPY staff: **36**

Current paid foreign staff: **4**

Number of staff from our target district, Kralanh, and nearby communities: **21**

Khmer staff who are currently studying in schools and universities through PEPY’s staff scholarship program: **15**

Foreign volunteer staff who have worked with us in 2009/ 2010: **18**

Countries represented by PEPY’s foreign volunteer staff in 2009/ 2010: **7**

INTERN

TESTIMONIALS

AILEEN CAMERON

I became involved with PEPY while working as an English teacher in Japan. I had heard about PEPY from a friend and was looking for a different type of travel, so I signed up for a tour. My experience with PEPY on that first tour was truly inspirational and eye-opening and encouraged me to stay involved and promote PEPY's work in Japan. After almost a year leading a PEPY group in Japan, I came on another tour which only reinforced my initial judgment of PEPY—it's a wonderful organization, doing thoughtful and relevant work, where it is needed.



MARIA HACH

This internship has taught—and continues to teach—me so many things. Every day I am inspired, bewildered, optimistic, frustrated, but always grateful. Often, I just need to stop and take it all in.



ANNA BARANOVA

At PEPY we often define our goal as investing in people and building their capacity to take leadership in instituting positive reforms in their communities. What I don't think many of us realize is that Cambodian people in turn have been building our capacity to 'be the change we wish to see in the world', and I'm grateful for that.



NIKOLA ERRINGTON

PEPY appears to be more focused than ever on their core mission to “invest in people,” and I have already seen this on a daily basis, from training Khmer staff in Chanleas Dai, to teaching me how to refill the water filter! I'm really looking forward to learning as much as I can whilst in Cambodia about the substantive social issues that are pertinent to PEPY's mission, and also how the organization functions to achieve its goals through its commitment to “invest in people.”



PEPY TOURS

PEPY is a hybrid organization: our educational development programs have a sister, PEPY Tours. As our development programs went through a metamorphosis during our first four years, changing from product-focused to process-driven, so have our tours. We started as a “voluntourism” operator, giving people the chance to give back to the places they were visiting. At the time, we equated “giving back” to physically helping projects here in Cambodia during a short-term traveler’s stay. We now realize that the way we can give back the most effectively when we travel is to learn, as we have to learn before we can help. By learning, by getting angry about injustices, and by getting passionate about the causes and ideas we encounter on our trips, our trip participants are fueled with the ability to go out and do the “helping” once they leave. Rather than focusing our “giving back” to the ten days a year we are traveling, we can focus our change efforts on the 355 other days of the year, and use the ten days we travel to Cambodia as a way to learn more about responsible giving, sustainable travel, and the issues facing development programs around the world.

At PEPY Tours, our aim is to create changes in the way people give, travel, and live after they leave us, and inspire our participants to go out and do their own-world changing from there. If you haven’t yet, come join us to see firsthand where PEPY’s support is going. If you have been here already, come back. There’s still more to learn.

PEPY offers educational adventures, cycling trips, and community-based learning tours throughout Cambodia. These range from trips catered to specific school groups, to custom tours, to pre-set adventures which are offered periodically throughout the year. Visit www.pepytours.com to learn more about our trips.



CHOR

Chor Choch (who also goes by “Joe”) has been with PEPY for fourteen months, and he has taken amazing strides in that time toward personal and professional growth. He works full-time with PEPY Tours as a tour coordinator, and after work he studies Cambodian history, English, and French so that he can be the best trip leader possible. Chor takes great pride in sharing his country with visitors from around the world. Chor’s work ethic, aptitude, and friendly personality are admirable and highly valued here at PEPY.



TOUR PARTICIPANTS' TESTIMONIALS

SANDY GIBSON

“It’s very easy to tell that the PEPY staff really care about what they are doing.”

YURIKO FUJITA

“I will likely consider all my future travel plans with responsibility and consider my effect when I travel on the places and people I meet.”

ADIE VERLA

“Since my first trip I don’t think a day has gone by I have not thought about the kids at Chanleas Dai Primary School and the work that PEPY does. I look forward to the day that I can make it back for my 3rd trip with PEPY.”

JEFF STRACHAN

“Perspective—you gave me a new lens—a truly awesome gift. You can’t imagine what it’s like to see things through a new lens. Do you know how powerful that is? You gave me knowledge to be a voice on giving money to the right places. You gave me a voice to challenge the very point of giving and donating. I treasure that knowledge and hope I can pass it on to others. YOU OPENED MY EYES—thank you.”

KATY SCHNEIDER

“It was an amazing experience, and I want to keep contributing to development in the region in whatever way I can.”

CHRIS WAGNER

“PEPY has influenced how I think about change, and about how to live my life.”



PEPY FINANCIALS

Individual donors in 2009: **762**

Median donation amount: **\$349.84**

Percentage of your personal donations that have gone/will go directly to program work:

100%



INCOME AND EXPENDITURES STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2009

	2009 US\$	2008 US\$
INCOME		
Donations (Restricted)	374,379	45,614
Donations (Unrestricted)	219,895	271,464
Other	8,002	5,840
TOTAL INCOME	602,276	322,925
EXPENDITURE		
Program expenses		
Capacity Building	39,297	39,332
Child-to-Child	31,586	15,303
Khmer Literacy	43,681	18,643
PEPY Ride School Support	75,722	83,893
School Construction	263,564	25,594
Partner Support	-	20,553
Sustainable Tourism	32,194	-
Management General	27,767	34,837
Fundraising	14,646	10,702
TOTAL EXPENDITURE	528,457	248,857
EXCESS OF INCOME OVER EXPENDITURE	73,819	74,068

KIMLINE

Kimline joined the PEPY team in November 2008 as PEPY's accountant. She is originally from Kampong Cham but made the move, firstly to Phnom Penh and then Siem Reap with her husband. She is currently completing her MBA.



FIND US



Number of PEPY fans on Facebook: **1,759**

Number of Twitter followers: **894**

Number of total upload views on PEPY's YouTube channel: **54,701**

Total number of blog posts on our Team Journal: **310**

Popular news sources which have featured PEPY:

CNN, ABC, National Geographic Traveler, Emirates Woman Magazine, Frommers, Lonely Planet

LOOKING FORWARD



Those who have followed PEPY over the last five years have probably realized by now: we are growing up. PEPY started as a loosely connected group of projects funded through tours and now, with 2009 being our first full year in our Siem Reap office, PEPY really is an educational development organization, not only funding, but also implementing education programs in rural Cambodia. Being based in Siem Reap has allowed our office to become a hub for local staff who are studying in the city, given us more space to grow our team, our capacity, and our impact, and of course offered us access to ancient temples within cycling distance! Our involvement with Dubai Cares in 2009 allowed us to work with more communities in Chanleas Dai Commune and inspired us to fund and work with the area's first junior high school.

What started in 2004 was an idea for a bike ride. The following year looked initially like it would culminate in the construction of a beautiful new school building. We were reminded again this year, having now funded the construction of six government schools in total, that schools alone do not teach kids—did we mention that yet? In fact, without trained and motivated teachers, an interested community, basic resources, and ease of access, school buildings are

a waste of money. So here we are, five years later, working to put these schools to use by investing time in the people who give these buildings value.

We still have more growing up to do, more structure to put in place to support our 35 local staff members, more programs to improve, and more voices to listen to. We have big hopes for 2010, including an expanded presence at the local Junior High School, a stronger Classroom Library program, and more sustainable programming in local primary schools. You can stay posted on these and other projects through our team blog where you'll find the most up-to-date PEPY news. In the meantime, read up on our 2009 achievements and lessons learned, and please find a way to get us your feedback, either through our website or in person. Other organizations print these annual reports to distribute for coffee table material. We want this "report" to be the starting point of a conversation, a way for you to connect or reconnect with our work at PEPY, and to inspire you to enter the dialogue in whatever way you see fit.

Thanks for reading and thanks for being a part of our team.

Daniela Papi and the PEPY team



**“Don’t ask what
the world needs,
ask what makes you
come alive and then
go and do that,
because what the
world needs is
people who have
come alive.”**

Harold Thurman Whitman