

INVESTMENT FOR LIFE

Progress Report | H1 2024



OVERVIEW

Since 2021 our team has built a strong foundation by setting up computer labs in 11 high schools, developing a high impact program, and graduated 6,521 children. The results are exceeding any expectation and bringing systemic change to the youth, schools and communities. It is also great to witness that IFL is catalyzing the digital agenda of the government. From the last two years, Cambodia has been moving very fast to adapt the modern digitalization from the capital, cities, provinces and throughout the communities. For instance, the Ministry of Education (MoE) changed from paper writing to the online for both communication and work. Sending the data and files through Telegram is the most popular way, The MoE designs more and more Apps for the educators including the teachers and students as well as other private and business sectors.

However, the government does not have the funding and organization to implement this new policy. That is why IFL is providing systemic change to Cambodia with thousands of the students passed their certificates of their IT Literacy, Soft-Life Skills and Business Course each year and prepare their lives for their higher education and employment within the coming years. At the Reflection Workshop in June 2024, nine high schools, including the 28 principals and teachers, shared their appreciation from the intervention by the project. Mr. Nil, the school principal of Samaki high school, Phnom Penh, voiced his satisfaction “There are more than 5,000 students in my school. I asked the computers from the MoE for more than 20 years, but they were not able to provide any. I would like to profoundly thank IFL project for the kind donation and support of the computer lab even though it is small, but the students enjoy their time with their IT and other skills. After setting up the IFL computer lab, my school received two more computer labs from other NGOs. This is because they saw our computer lab and program and they trusted the school.” He added “The lab does not only support the students, but also the teachers.”



To support the students at the university after their graduation from high schools, IFL continued to promote the services at the Career Development Centre (CDC). Within the last six months, 11 students including 3 girls enrolled and received their boost package training and shared housing with 50% scholarship from the project. Ms. Muoy spoke in the graduation at her form high school, Borivas, that “It was our new world to move and live in Phnom Penh. We found our difficulties in adapting to the new environment and people. Unfortunately, our English and IT literacy are very limited comparing to those living in the capital. However, I would like to thank IFL project for helping us with the shared housing, study facilities, the general English and English for Business Communication, advanced IT, Soft-Life and Business Skills and the direct coaching on education and job pathways.” She told the students that “I would encourage you to work hard beyond the school subject, English and IT literacy as it is important for our study and job in the capital. IFL project helps me a lot and feel a second home at CDC. I can learn and work at the same day. I do not completely depend on the money from home.”

Our yearly monitoring trip in June has been a success with lots of inspiration and several new learnings. In two week's time we participated in the annual reflection day, visited 2 graduations, installed and opened a new school, visited the factory of De Heus (one of the corporate sponsors), and had meetings with 10 companies and business organisations. The most important learnings are the following:

- The school principals are very proud to be part of our program. Several acknowledge that the unique success factors, compared to other NGOs, are our program and monitoring approach. The main challenges they express are that the number of computers is low in relation to the number of students and that they need to find sufficient teaching hours to maximize usage of the computers;
- The CDC seems to fulfill a real need to provide a soft landing to students from rural areas. During the reflection day we graduated the first 7 students, of which 5 from one school, and you could see how proud the school principal was and how it inspired the other principals to promote the CDC at their own school. In 2024 we started the CDC as a pilot, because this is a new concept in Cambodia, and towards 2025 we will make a few changes: i) the program will be offered as a one-year package with boost course and housing, thereafter the children will be able to be independent; ii) the parent support funding will be made simpler and more attractive; iii) we will collaborate with other service/knowledge providers to expand our offering; iv) improve usage of social media to build community and promote CDC
- Corporate support for the CDC is a bridge too far, however, support for expanding the number of schools seems more likely. The CSR budgets are limited and need to be related to the company's business. For example, Wing Bank is opening new branches in several provinces and has expressed interest to jointly open a computer room at the same time, Smart is considering providing fast internet/WIFI at schools and Zuelig Pharma is replacing 20 high quality desktops that they can donate.

In the remaining of 2024, we have the following ambitions:

- We hope to open 2 to 3 more schools. However, that we will be depending on additional funding. During our visit in June, we have met with several Cambodian corporates that have expressed interest to jointly open one or more schools (a.o. SMART, Wing Bank and Zuelig Pharma)
- We will refurbish the first school, where the computers are now 5 years old
- We are aiming to attract 7 more female students to the center in the second half of the year. This will primarily be done with promotion by the existing students
- We will further prepare the CDC for next year's enrollment and increase student engagement at the high schools supported by the school principals.

We hope that you appreciate the impact we are making and hope that we can increase the number of donors. If you know anyone that could be interested, please let us know or forward this report.



Progress of IFL Program

As part of our plan, we keep opening new schools, especially with the ambition to open schools in more rural areas where our structural impact will be most profound. In the first half year we opened two new schools, performed graduations and monitoring of the existing schools and conducted our annual reflection day.

On March 27, 2024, we opened the computer lab at Bakchenchein High School (School #10) in the presence of the deputy district governor, deputy director of DoE, commune chief, the village leader, school principal and SMC representatives. The school is located in Pursat province on the way to Battambang and more than 200km from Phnom Penh. The school has 5 buildings with 26 classrooms with 48 teachers, of which 16 female, to teach 1,097 students, of which 584 girls. This school never had a computer lab, which was donated by SWAP, the personnel foundation of APG, who participated online.



Mr. Pharith, 48, the school principal said "We are grateful for the support of the IFL project to our school. Our school failed the point of the computer lab in the indicator of the model school competition. We asked the support from the MoE and DoE, but we have never received any help. I feel very excited on behalf of the teachers and the students. I would like to express my gratitude to IFL and the project team for selecting my school, Bakchechien High School as a partner."



On June 17, 2024, we opened the computer lab at Samrong High School (School #11) in the presence of the deputy district governor, deputy director of DoE, commune chief, the village leader, school principal and SMC representatives. The school is located in Siem Reap province on the way to the new airport and almost 300km from Phnom Penh. The school has 7 buildings with 28 classrooms with 49 teachers, of which 25 female to teach 1,480 students, of which 814 girls.

Mr. Lorn, the school principal of Samrong high school, school#11, said "I would like to express my appreciation to IFL for the kind support for the donation of the computer lab. Without your support I would never have had any computer class for my student. You are helping in the right moment where everyone needs technology. It is the real need of our students. It is hard to receive and donation as we are in the very rural community". While preparing the installation of the computer lab, we discovered a sign of another computer lab installed several years ago by a US NGO. The principal told us that this computer lab never properly worked, because there was no teaching and monitoring program, including maintenance, and disappeared.

In the first six months of 2024, we graduated 2,176 students, of which 1,251 female (58%). We provided 3,337 certificates, which means that 60% of the students receives more than one certificate in one year.

School		Count number of students			Count number of certificates		
		Boy	Girl	Total	Boy	Girl	Total
1	Kampong Leav	68	83	151	123	161	284
2	Borset	91	172	263	114	235	349
3	Slaku	66	126	192	66	126	192
4	Sampov Poun	250	257	507	250	257	507
5	Borivas	119	133	252	119	133	252
6	Samaki	115	159	274	230	318	548
7	Veal Pong	52	86	138	88	147	235
8	Tbeng	80	119	199	160	238	398
9	Krang Sramor	84	116	200	236	336	572
10	Bakchenchien	0	0	0	0	0	0
11	Samrong	0	0	0	0	0	0
Total		925	1,251	2,176	1,386	1,951	3,337

According to the learning survey form, 1,111 students responded the six questions of their knowledge and the skills they learned. 88% of the students responded that the training met their expectation and 93% of the students claimed that they were satisfied with the skills they were trained from their teachers. In Cambodia this score is high, because typically the level of education is very poor.

The project team conducted 30 visits to assess, monitor and follow up with the teachers and follow up, coaching, ToT training and graduation to the different direction of 11 high schools. The onboarding of new schools takes more time initially. Following the opening, Bakchechien High School requested a meeting to discuss the course outlines of the ToT and to establish a schedule, final test and graduation of the 12th grade students. The school estimated that the first graduation will be more than 200 students will be done within the second semester. The project team met with the school principal and teachers to set plan, monitor and implement the project after the ToT training. The meeting was to ensure IT literacy, soft-life skills, and business courses integrated into the school curriculum. Additionally, the Student Engagment was also discussed for grade 12th students as the national final exam is approaching, in August 2024. The project team needs to meet the grade 12 students by classes so that they are able to ask questions relevant to receive the services at CDC.



On June 10, our team organized our second Annual Reflection Workshop in Phnom Penh to bring together the nine targeted schools to reflect on and share their key accomplishments, raise the challenges and plan ahead for the coming years. Mr. Rikkert, the Director of the Investment For Life Foundation (IFL), Netherlands, chaired the meeting and expressed his appreciation to the principals and the teachers for their commitment to succeed the target of thousands of the students per annum graduated.



All principals aspire to become a role model school, but also shared several challenges:

- The number of computers is low compared to the number of students. They all requested more computers
- The number of teacher (hours) is a challenge, because of limited budget from DoE

We also celebrated the first seven graduates from the CDC advanced training course (one was not able to attend as result of university exams, of which 5 were coming from Borset high school). The school principal of Borset was extremely proud and challenged the other principals to 'win' next time. We finished the day with a nice dinner and some beers.



PROJECT DASHBOARD



In 2024 we graduated 2,176 students, which brings the total number of students supported at over 6,500, which remains an impressive number. In 2024, we also opened two more schools, which is also reflected in the increase of number of computers installed and number of teachers trained. Our team remains very active in monitoring the schools, which is a crucial value add part of our program. During the visits they also maintain the computers. We are very proud that we have not replaced a single computer at any of the schools. However, at school #1 the computers are now 5 years old and will be replaced in Q3.

Select school:		All schools					
Overall KPIs							
11/15 73% Number of Schools	3/3 100% Number of Slums	6521 / 3780 173% Number of students	\$222.4K / \$535.9K 39% Total Income '21 - '26	\$215.5K / \$521.5K 41% Total Expenses '21 - '26	\$43.2K / \$72.3K 59% Expenses vs Budget to YTD		
School KPIs							
Student Gender Distribution			Computers				
2,731 Males trained	3,790 Females Trained	58% Female/Male Ratio	175 # installed at All schools	101 # maintained at All schools	0 # replaced at All schools		
Student Age Distribution			Student Enrolment Status				
17,0 Average Student Age	71 14 Year	573 15 Year	4,483 # enrolled in IT-literacy training	4,471 # finished IT-literacy training	4,471 # graduated from IT-literacy training		
1,659 16 Year	2,009 17 Year	1,433 18 Year	4,313 # enrolled in Soft-and life skills	4,301 # finished Soft-and life skills training	4,301 # graduated from Soft-and life skills		
Student Grade Distribution			Additional Training				
1,503 Grade 10	2,814 Grade 11	2,188 Grade 12	776 # enrolled in Business skills	762 # finished Business skills training	762 # graduated from Business skills		
Number of cohorts		Teachers Trained		Student Satisfaction Rate		Monitoring	
38 Number of cohorts at All schools		51 Teachers Trained		3,9 Student Satisfaction Rate		270 # of visits All schools	

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) opened in 2023 to explore the possibilities of building the bridge for graduated students in rural high schools to successfully study in Phnom Penh and in the end achieve a meaningful job. In 2023 we prepared the building, procedures and boost program, and executed a student/parent engagement program to explain and promote the CDC, which is novel in Cambodia. In 2024 we welcomed the first students that completed the boost course and received their certificates during the reflection day with all school principals. They were very impressed and inspired to actively promote the CDC program to their students that will graduate this year and potentially enrol to the CDC in 2025.

Our CDC does not only provide the shared housing and additional boost training, but also the career preparation. The students stay and enjoy with their shared roommates, study facilities and communal spaces where students can interact and collaborate. With the openness, CDC welcome for target and non-target school students ensuring they have a stable living environment while pursuing their university and career goals. The students also received the career counselling, mentorship programs, and workshops aimed at enhancing students' employability skills. This approach helps bridge the gap between education and employment, preparing students for successful careers in various sectors of Cambodia's economy.

In February 11 students enrolled, of which 3 girls, and received the support from CDC including 6 students from Borset (school#2), 2 students from Borivas (school#5) and 3 students from the non-target high schools. All students and parents signed the contract and were aware of services, internal regulation and fees. The students received 50% scholarship of their shared housing and boost training package and the payment is divided by semester.

In partnership with Bluefield, Netherlands, our team developed and provided advanced courses of IT literacy, Marketing, Productivity, Time Management and Business Model Canvas. All students received their certificates from CDC during the reflection day.



One of the leading examples of the CDC program is Sreyneath, a girl of 20 years old, who delivered a speech to the principals and teachers at the Annual Reflection Workshop, said “I am a grade 12 graduate from Borset High School, Kampong Speu province. I came to Phnom Penh to continue my study at the Asean Europe University. It’s not easy to come to Phnom Penh alone, but after I registered to CDC, I can learn more, meet new friends and I know what life is. I have saved a lot of money compared to staying on my own. I appreciate IFL project for giving me a chance and support. I hope other students can come and receive the services at CDC as I am doing. At CDC, I could improve my English, Computer, Soft and Life skills since my arrival. I would like to thank IFL to open CDC and help students accomplish their studies.

Unfortunately, Sreyneath notified our team that she must drop out because her family is in dept and have requested her to work in a factory in Korea. We hope that the inspiration and additional skills she received in our center will help her to elevate herself from this situation.



STUDENT ENGAGEMENT

In 2023, the project focused on Parent Engagement to promote and encourage the caregivers to send their children to the university whom they are the decision makers. However, the project learned that most of the parents' decision was based on the students to decide for what they had to choose and learn at their individual university.

As a result, the project team adapted the approach to Student Engagement by partnership with the school principals so that every student in grade 12 were met and introduced about the services at CDC. The meeting with the students focused on the plan of the study in Phnom Penh and the services provided at CDC.



We do hope that the approach to engage directly with the students is the best way to inspire them to consider and come to enroll at CDC after their national final exam in November 2024. Partnership with the school principals and invited the students by classes to join the discussions panel about their plan to study at a university in Phnom Penh.

The students were asked project their expenses and raise the challenges to rent a room and stay and also the location and the geographic areas to travel. At the end of the discussion, the students found that the solution to enroll in CDC is the best option as they spend less and living looks as if it is a family with the shared room and kitchen. It was the great result of CDC promotion where 95% of the students committed to receive the support from CDC after their graduated their high school.



FINANCIAL MATTERS



The actual expenses are in line with budget for the first half of the year. We do not expect any major differences in the second half of the year. The other income consists of CDC fees (housing and courses) and limited bank interest. We do hope to receive more income from CDC as we try to attract more students that are not happy or cannot afford their initial housing and need additional training.

The cash balance and secured commitment from IFL are sufficient to cover this year's budget.

\$	Budget	Q1	Q2	Q3	Q4	TOTAL
Income from donors		-	26,405	-	-	26,405
Other income		1,628	1,135	-	-	2,762
Total income		1,628	27,540	-	-	29,167
1 Project Assessment	850	329	311	-	-	640
2 Project set-up and maintenance	10,030	4,612	4,547	-	-	9,159
3 Project monitoring and training	17,919	1,644	8,425	-	-	10,069
4 Career Development Center	6,920	3,076	2,345	-	-	5,420
5 Student Housing	960	1,067	-	-	-	1,067
6 Personnel	23,616	5,927	5,909	-	-	11,837
7 Overhead Cost (incl. visits)	7,532	505	706	-	-	1,211
Total expense	72,359	17,758	24,069	-	-	41,827
Net Cash Flow		-16,130	3,471	-	-	-12,660
Cash/Bank Balance forward						19,361
Balance remaining						6,701

CHILDREN’S VOICES

Now that our program is fully operational, we see the incredible scale of the impact our project is making. Since the start we trained 6,521 children. In numbers we are overachieving our ambition of 2,160 in three years. However, our impact goes beyond the numbers, as you can read in the children’s testimonies. Our decision to combine IT and Soft&Life skills, and now supplemented with business skills, turned out to be a crucial factor. It remains astonishing how our small investment increases the confidence and expands the horizon of these students.

Katpa - 20-year-old CDC student (graduated from Borset, school #2)



Spoke to more than 100 students at the graduation of VealPong, school#7 saying that “I arrived Phnom Penh alone to study and faced a lot of challenges including the loneliness and adaptation to the new environment” He added that “Luckily, I found and selected CDC and it helped me and guided me how to live in the city and make new friends at the centre. At CDC, I can additionally learn English, Computer, Soft and Life Skills. I would encourage you to enroll at CDC and receive the shared housing and boost training course. It helps our learning and working. Last not least I would like to give my gratitude to IFL for the great help to me and guide me always.”

Nisa - 16-year-old 10th grade student at Borset



She gave her impression to more than 300 students at the graduation “First of all, I would like to pay my respects to the distinguished guests and friends for giving the great opportunity to share what I learned.” She added that I am very pleased to receive the certificate of my Soft-Life skills today.

For the courses, I understand about several lessons, including Identity and background of the person, strengths, weaknesses, opportunities and threats, attitudes, goals and expectations. After studying the above lesson, I learned to understand more clearly the identity and history of each person and I can identify a good or bad individual, especially their attitudes and preferences. And I, as well as, other students understood their strengths and weaknesses so that we can make efforts to improve their weaknesses. I would encourage the students that we must try to be good and seize the opportunity to develop yourself to become a model youth, have a positive attitude, solve problems in front of you and must adhere to positive ideas and be a good successor in the society. I would like to thank the entire committee, the Director, the Deputy Director and IFL project for helping my school, Borset high school to have the computer lab, Soft-Life skill and Business Course so that we can graduate with the certificates.”

Koemsroun - 17-year-old 12th grade student at Tbeng High School



I am a second child among the four in the family. My father is a disabled man, he cannot walk because of the war during Khmer Rouge and mother is a subsistence farmer. I really appreciate that I got the certificate this time. I am happy to share what I have learnt from Soft and life Skill such as SWOT, Goals and Expectation, writing CV. The lesson inspired me a lot that I see my weakness and my strength. It is really important to me that I never known myself clearly.

I would like to thank to teachers, principals and especially IFL Project for giving this great time to learn and got the certificate for my next future career. I got 2 certificates of Soft-life skill and IT.



Sirayu - 16-year-old 10th grade student at Borset High School

I had the privilege of learning the fundamental skills of information technology under the guidance of an exceptional IT teacher. I learned a lot from my teachers. One of the most impactful aspects of the IT basics course was the emphasis on mastering the core software applications, particularly Microsoft Word, typing and Power Point. It helps me in my daily lives and future careers. I learned how to format documents, create tables, insert images and utilize advanced tools like spell-check and track changes. The typing lessons were equally impactful. I understood the significance of efficient typing skills, the typing speed and accuracy. I did a good job in my typing drills, timed exercises. I can also do my presentation, designing the visually appealing slides.



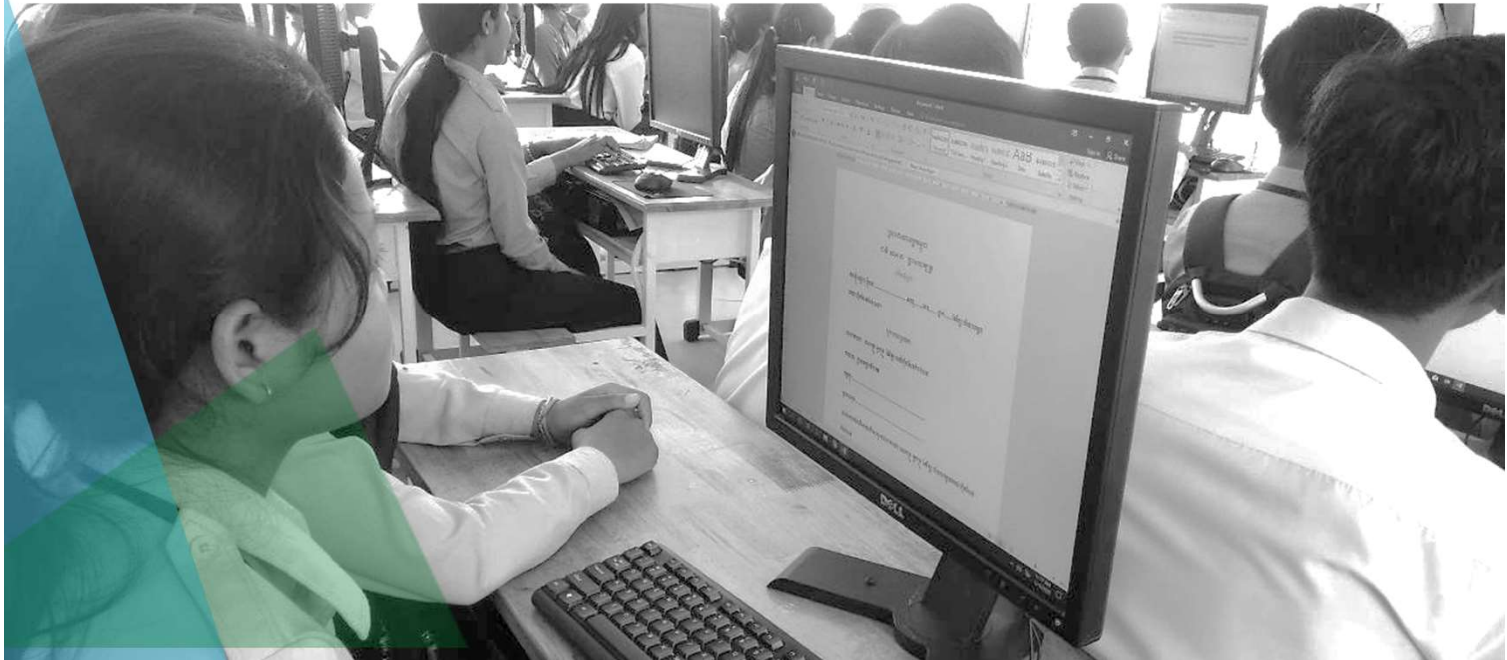
Sovannary - 20-year-old 12th grade student at Borivas high school

She said "It was a little challenging for me in the first course because I had never taken a computer lesson. Now, I can use MS Word, Excel, Power Point and Internet. I did some research on internet for my study after I finished my IT literacy class. Additionally, I passed the Business Course as well. It has helped me to comprehend my knowledge and skills of the expenses, revenue and profit associated with running a firm. As well, the course is helpful if we have a business or I will help us to start a company. I learned a lot about running a personal business in the future.



Sina - 17-year-old 11^h grade student at Krang Sramor

I am overjoyed to pass my certifications. I did well in the computer, business, soft- life subjects. I can use computer of Microsoft Word and PowerPoint to research documents for my studying. I learned a lot about the computer fundamentals and learning how to type quickly, typing in Khmer Unicode, using With the computer skills, I can work in the different job of accounting, photo editing and administrative work. Today, I am very excited to receive the certificate from Mr. Prem, the Director of DoE. I will pursue a bachelor's degree in information technology once I graduate from the 12th grade. My dream and goal are to work as a computer teacher.



ACTORS/STAKEHOLDERS

Next to the inspiring impact on the student’s skills and ambition, which is our core focus, our project also provides important capacity building for the schools and local communities. To date in total 162 stakeholders have been involved to support the project including 56 teachers (8 female), 41 school management officials (3 female), 16 government officials, and 25 community leaders (1 female). Everyone appreciates the project to support their schools that made their students see the goal in life and focus on learning more.

During the last six months the project got the very strong support and collaboration from the Department of Education (DoE), the Office of Education (OoE), School Management Committee (SMC), the school principals and teachers so that the project ran very well. Especially, the onboarding of two new schools has been successful.

Based on the project successes, some NGOs followed and support more computers to the schools including school#1, Kampong Leav high school, school#4, Sampov Poun high school and school#6, Samaki high school. **Mr. Nil**, the principal of school#6, Samaki high school told that “I would like to thank IFL project that opened the door for my school to receive more support. There are two NGOs came and add more computer labs this year”

Mr Vuthy– Deputy Director of DoE of Siem Reap (School 11)



He said during the opening of Bachenchien high school, school#11, that "On behalf of DoE and the school, I would like to thank IFL from the Netherlands, for the kind donation and support to Bakchechien High School." He added that "There is only one high school within the province that has a full project support. I will work with the school to make the project is done according to the signed Agreement. I would wish the IFL project team the best wishes.

Mr. Prem– Director of DoE for Kampong Chhnang province (School 9)



He said "I am very pleased to join the graduation event. I would like to thank IFL to donate us the computer lab. This is a great opportunity for all of you, the students, to acquire additional skills. IT literacy does matter and Soft-Life skills are vital because when you have knowledge and skills are good, but the behavior or attitude make you more succeed in life. I would encourage you to work hard so that you can use the skills within your future studies and employment. If you don't help yourself, no one can do to assist you. Wishing you all the best."



Mr. Sam OL – Director of DoE for Kandal province (School 4)

During the reflection meeting for the period of 2021 – 2023 he mentioned “There are only 40% of the schools in the province that are able to have the computer lab for the students. The support from IFL project does matter to promote the quality of education in the school. The government, especially, the MoE could not to support the schools without the charity donation from the donors within the country and overseas.” He added that “The government is improving the quality of the education from time to time to compete the private schools, above all for IT. I do hope that IFL project will continue to expand to support other schools in Kandal province or add more computers to the current school. I would like to thank for the kind support.”



Mr. Rith– Director of DoE for Takeo province (School 3)

he said “We started the project in the mid of the pandemics where the school did not publicly open in 2021. I was excited to see the first school in Takeo province funded by the donor with the good monitoring and follow up or the school did not do it well.” He reiterated that “The project helped a lot of students from the last 3 years with IT literacy, Soft-Life skills and Business Course. This is a big contribution to MoE strategy. We cannot depend on the government, but the mobilization of the support from overseas is welcome. I would like to thank Mr. Rikkert, the donor from Netherlands who loves Cambodia and want to help, especially the youths. On behalf of DoE and SMC, I would welcome for the additional support to the school and the students.”



Mr. Volak– Teacher from Borivas High School

Told in the Annual Reflection Workshop that “I would like thank IFL project who always has a positive connection with my school and myself in particular. I feel motivated and proud to be a part of the project for the opportunities of the additional meeting and training that I have never had in my school. He added that “I can see the growth of the project to the size of the students graduate each year with the certification. It changed my school to the new way of helping the students. I found difficulties to get the reference materials. I always did a google search and watch YouTube before I could teach. Since the partnership with IFL project, I have plenty of materials to teach. It makes me easy to have the project team to closely support.” He committed that “I will try my best to learn more from the project so that I can build up my capacity to teach the students. I will also maintain my positive relationship with IFL to run the project for the benefits of the students in my school.”



Mr. Reaksa – Economics teacher from Krang Sramor High School

“The Business Course is crucial for young learners to learn so that they can prepare to launch and effectively run their own businesses in the future or help their parent with the business ideas. From my teaching, I learned that the students are aware of the various tasks and positions inside the organization of the company after their training. I found that the course makes the students easier to determine whether to apply, as well as how to prepare the paperwork for the corporate investment and also the students can open a company or work for a company in the future”



CAPACITY BUILDING

Even though the project team did not have any external training in 2024, they continuously receive the on-job training by their involvement in working and communicating with DoE and SMC through the project assessment and the renewal of the project agreement.

The project team conducted ToT training to the new targeted high schools of Bakchenchien high school, school#10, Pursat province and Samrong high school, school#11, Siem Reap province. The schoolteachers were very pleased with the training as the project helped them to increase their knowledge.

The project team developed 5 advanced courses with guidance from Bluefield to offer to the CDC students. The courses are being translated in Khmer and some courses are already used to train the students in CDC.

PLANS FOR NEXT 6 MONTHS

The project team has the following plans:

- Increase the number of students in the CDC by promotion by the existing students
- Improve usage of social media to build community and promote CDC, for example create Facebook page with short videos
- Refurbish school #1 with agreement that they will bear all monitoring and graduation cost
- Convert the ongoing discussions with local corporates to support the IFL program, either through jointly setting up new schools or providing services or redundant hardware
- Open two or three additional schools depending on receiving additional funding



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